DOCUMENT RESUME

ED 361 254 SO 023 157

TITLE	Statistics Aren't Static: A 1992 Statistical Abstract Teaching Supplement for Grades 5-12.
INSTITUTION	Bureau of the Census (DOC), Washington, DC. Economics and Statistics Administration.
REPORT NO	BC-1635-SA
PUB DATE	Dec 92
NOTE	33p.
AVAILABLE FROM	Customer Services Branch, Dept. CBEP-SA, Data User Services Division, Bureau of the Census, Washington, DC 20233-8300.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Demography; Geography Instruction; *Instructional Materials; Intermediate Grades; Secondary Education; Social Science Research; *Statistical Data; *Statistical Distributions

ABSTRACT

This teaching supplement from the U.S. Census Bureau is designed for educators in grades 5 through 12. The Bureau offers it as a way of addressing the needs and concerns of teachers as they attempt to include statistical information about the everyday world in an effort to meet new educational standards. The supplement is presented in order to introduce the "Statistical Abstract of the United States," a national information resource published by the U.S. Government since 1878. A sort of statistical almanac, the abstract contains more that 1,400 data tables and charts including topics such as housing, nutrition, health, the economy, the trade balance, and the environment. This supplement illustrates the content and provides a sample of the types of information contained in the abstract. In addition it supplies the teacher with suggestions for classroom activities and with explanations of various statistical concepts which teachers will find helpful no matter what data volume they use. The teacher's guide includes the contents of the 1992 statistical abstract and brief guides to demographic statistical concepts and socioeconomic statistical concepts. Illustrations present information on (1) land cover/use in the United States; (2) hazardous waste sites on the national priority list from 1991; (3) resident population in April of 1990; (4) mean money earnings by educational attainment and sex; and (5) immigration to the U.S. from 1820 to 1990. Eleven examples of statistical abstracts are given. (DK)

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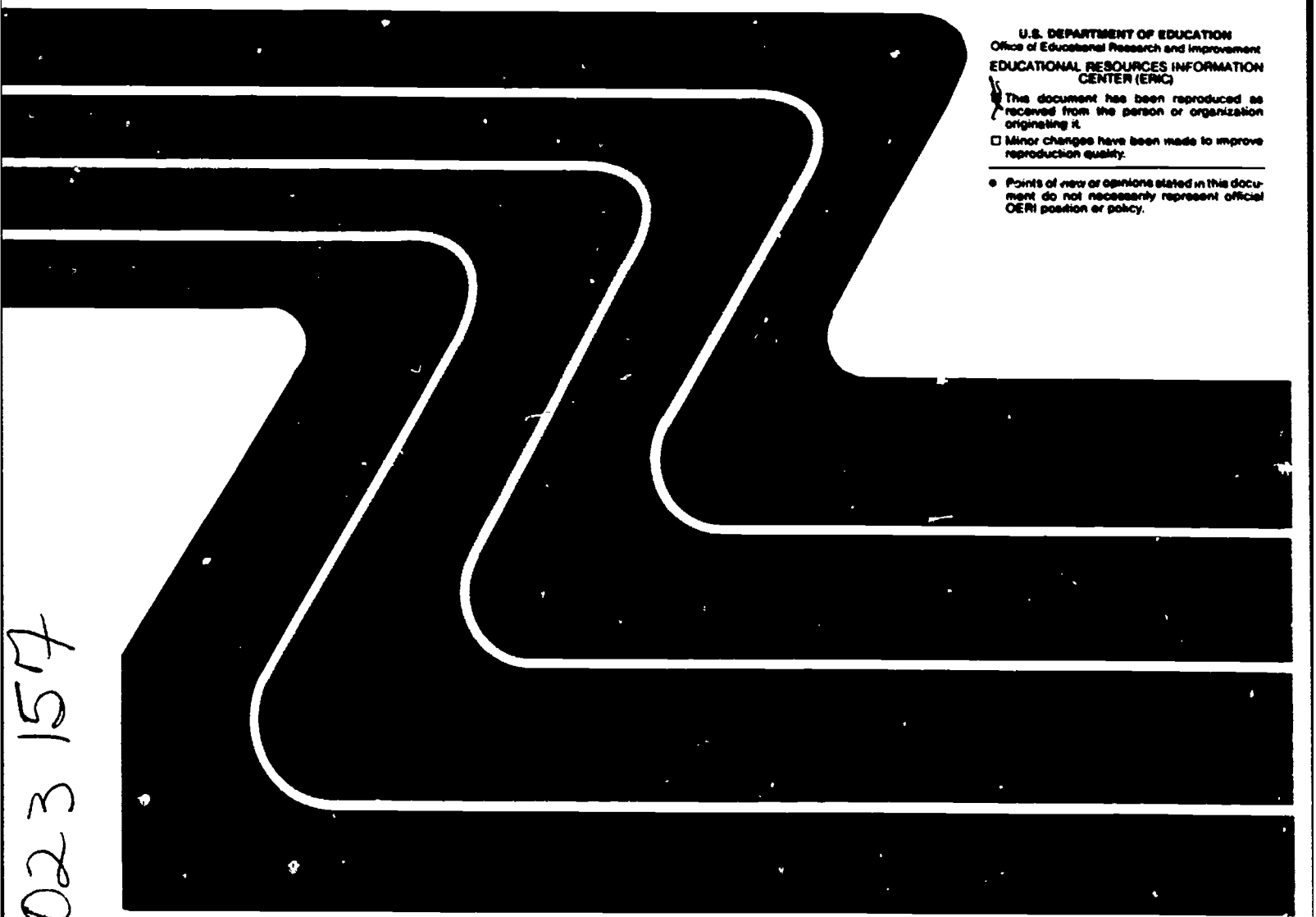
Statistics Aren't Static

A 1992 Statistical Abstract Teaching Supplement for Grades 5-12



U.S. Department of Commerce
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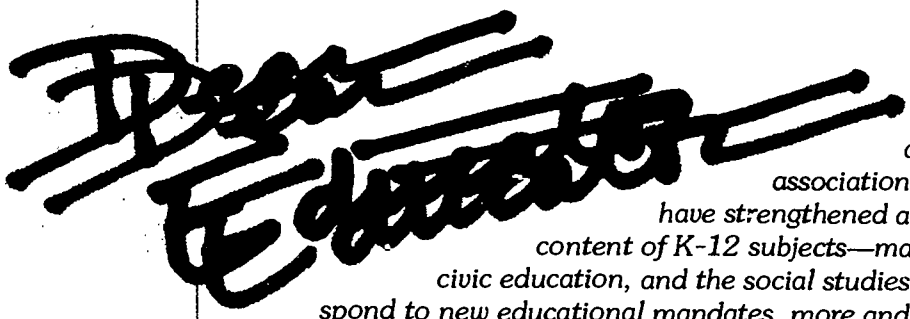
What's Inside?



In the past several years, we have witnessed changes in various curriculum standards and objectives. Educational associations and Federal and State agencies have strengthened and revamped the direction and content of K-12 subjects—mathematics, science, geography, civic education, and the social studies in general. In an effort to respond to new educational mandates, more and more teachers are seeking to include real-world experiences as part of their students' classroom learning. A portion of that attention has focused on the inclusion of statistical information that is about the everyday world— a world that the students of today will be directing tomorrow.

For a good number of teachers, making the choice to walk into the world of statistics is threatening at best. For others, the thought of pouring through reams of numbers and dealing with unfamiliar concepts is simply too formidable. Likewise, teachers may have an interest in using such materials but they don't know where to look and just don't have the time to search through the abundance of resources available.

We offer this teaching supplement, designed for educators in grades 5-12, as one way of addressing those needs and concerns by introducing the ***Statistical Abstract of the United States****. This national information resource, which has been published by the Federal Government annually since 1878, is the most comprehensive, single-volume publication produced by the U.S. Census Bureau. You might think of it as a statistical almanac. While it doesn't contain World Series scores, its more than 1,400 data tables and charts include topics such as housing, nutrition, health, the economy, the trade balance, the environment—topics which are in the news every day and which have an effect on you and your students' lives.*

This teaching supplement has been designed to help acquaint you with this volume by illustrating its content and by providing you with a taste of the types of information found in its nearly 1,000 pages. More importantly, it supplies you with suggestions of classroom activities and with explanations of various statistical concepts which you will find helpful whether you are using the ***Statistical Abstract*** *or some other data volume. Teachers wishing to go beyond our prepared data sets and lesson plans also will find ordering information for the 1992 edition of the* ***Statistical Abstract*** *and other statistical compendia available from the Census Bureau.*

We hope that these materials help your students explore and learn more about their world.

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Statistics Aren't Static: A 1992 Statistical Abstract Teaching Supplement

An Introduction to the Statistical Abstract of the United States

On May 1, 1879, John Sherman, Secretary of the Treasury, transmitted a statistical report to Samuel Randall, Speaker of the House. Sherman's correspondence stated, "This abstract embraces tables in regard to finance, coinage, commerce, immigration, tonnage and navigation, the postal service, public lands, railroads, agriculture, and mining." With the delivery of this document, the *Statistical Abstract of the United States* was born.

That first edition for the year 1878 contained 150 tables reporting information of national import at the time. For instance, in 1878 $33,740,125 worth of gold and silver coin and bullion were exported from the United States. Surprisingly, $29,821,314 worth were imported from other countries. Between 1871 and 1878, 2,100,451 immigrants were admitted into the country. More than 80 percent were from Europe and nearly two-thirds were from the British Isles and Germany. In 1877, about one-tenth of the Nation's 79,208 miles of railroad were found in the crossroads State of Illinois. The fewest number of miles were in the far west in Washington Territory.

Over the years, the content of the *Statistical Abstract* has changed to reflect the changing national context and need for new and different types of statistical information. (See sidebar, **1992 Statistical Abstract Contents**.)

A reader of today's edition will find little information on the exporting of gold and silver but will find data on space launches and robots among its 1,400 tables, charts, and figures. Since it is an annual publication, it also provides yearly snapshots of key indicators. For example, in 1989 there were some 249,000 miles of owned railroad track in the country—over three times what there were in 1877—but that represented 40,000 fewer miles than there were in 1980.

1992 Statistical Abstract Contents

Here's what you'll find inside the newest edition.

Statistical Table Sections

- Population
- Vital Statistics
- Health and Nutrition
- Education
- Law Enforcement, Courts, and Prisons
- Geography and Environment
- Parks, Recreation, and Travel
- Elections
- State and Local Government Finances and Employment
- Federal Government Finances and Employment
- National Defense and Veterans Affairs
- Social Insurance and Human Services
- Labor Force, Employment, and Earnings
- Income, Expenditures, and Wealth
- Prices
- Banking, Finance, and Insurance
- Business Enterprise
- Communications
- Energy
- Science
- Transportation—Land
- Transportation—Air and Water
- Agriculture
- Forests and Fisheries
- Mining and Mineral Products
- Construction and Housing
- Manufactures
- Domestic Trade and Services
- Foreign Commerce and Aid
- Puerto Rico and U.S. Territories
- Comparative International Statistics

Federal Agency Telephone Contacts List
Guide to Sources of Statistics
Guide to State Statistical Abstracts
Guide to Foreign Statistical Abstracts
Index by Subject

With over a century of performance under its belt, the *Statistical Abstract* has become "the national data book." Today, the *Statistical Abstract* is the handiest way to have a nation's worth of demographic, social, economic, political, and environmental data at your and your students' fingertips. While the *Statistical Abstract* is a publication of the Census Bureau, its scope and content are not limited to information from a single source. It is a compendium of data drawn from over 200 governmental and private sources, such as the U.S. Geological Survey and the Educational Research Service. Information on these and hundreds of other sources, names of specific statistical reports, and guides to other data series (like the *Delaware Data Book* and the *Statistical Abstract of Sweden*) are presented as are addresses and telephone numbers for Federal agencies with major statistical programs.

Most of the tabular presentations provide data for the United States in total. However, the reference volume does offer a selection of data over a wide range of topics for groupings of States known as regions (such as the Midwest) and divisions (such as New England) and individual States and a small number of population tables for metropolitan areas and cities. It also has a chapter devoted to international data. (See **1992 Statistical Abstract Data Sampler** on page 15.)

Teaching Supplement Overview

The *Statistical Abstract* offers instructors opportunities to bring a wealth of real-world statistical information into their classrooms. Educators should consider this publication as—

- a reference for answering students' questions on issues and events currently in the news,
- a catalyst to student research projects,
- a supplemental source of information to extend existing classroom lessons and textbook materials, and
- a statistical foundation for creating innovative exercises in a variety of disciplines in keeping with new curriculum standards.

Mini-Guide to Demographic Statistical Concepts

Constant: An unchanging, arbitrary number (e.g., 100, 1,000) used to set up rates, ratios, and proportions. Provides a way of standardizing data to allow for comparisons among different-sized geographic areas and over time. Represented by the variable "K."

Components of Population Change: Births, deaths, and migration—the human events that affect an area's population growth, decline, or stability over time. Change in an area's population for a given time period can be expressed as: population change = births - deaths +/- net migration.

Birth Rate: Generally, the number of births per 1,000 population in a given year (number of births ÷ total population x K).

Death Rate: Generally, the number of deaths per 1,000 population in a given year (number of deaths ÷ total population x K).

Natural Increase: The surplus or deficit of births over deaths in a given time period (births - deaths = natural increase). This, too, can be represented as a rate (births - deaths ÷ total population x K).

Internal Migration: The movement of people within a country which generally involves a move across a county line or similar geographic boundary. The two components of internal migration—inmigration and outmigration—can be expressed as rates. Inmigration rate = the number of persons moving into an area at a given time ÷ total population at that same time x K. Outmigration rate = the number of persons departing an area ÷ total population x K.

International Migration: The movement of people from one nation to another for the purposes of "permanent" relocation. The two components of international migration—immigration (movement into a country) and emigration (movement out of a country)—also can be expressed as rates as shown above under **Internal Migration**.

Net Migration: The net result of the number of persons moving into an area (inmigration or immigration) in a given period of time minus the number of persons moving away from that same area (outmigration or emigration) over the same time period.

Population Density: Population per unit of land area (total population ÷ land area).

Family: Two or more persons living in the same household related by birth, marriage, or adoption. A group of unrelated persons living together is not a family by this definition.

Household (occupied housing unit): Includes all the persons living in a house, an apartment, a mobile home, or a room/group of rooms occupied as separate living quarters. The occupants may be a single family, one person living alone, two or more families living together, or unrelated individuals (e.g., roommates) living in the same housing unit.

Mini-Guide to Socioeconomic Statistical Concepts

Per Capita: An average computed for every person in a specified group. It is derived by taking the total for an item (such as income) and dividing it by the number of persons in the specified group.

Poverty: Families and unrelated individuals are classified as being above or below the poverty level using an index. The poverty index is based solely on money income and does not reflect the fact that many low-income persons receive noncash benefits such as food stamps, Medicaid, and public housing. The index reflects the different consumption requirements of families based on their size and composition. For example, the poverty threshold for 1989 for one person was $6,311 and for a family of four, $12,675. The poverty thresholds are updated each year to reflect changes in the Consumer Price Index.

Personal Income: Income received from all sources minus personal contributions for social insurance (e.g., Social Security).

Disposable Personal Income: Income less personal tax and nontax (e.g., fines and penalties) payments. It is the income available to persons for spending and saving.

Current and Constant Dollars: Current dollar figures reflect actual prices and costs prevailing during a specific year. Constant dollars are estimates representing the removal of the effects of price changes from statistical series in dollar terms. In general, constant dollars are derived by dividing current dollar figures by the appropriate price index for an appropriate period (for example, the Consumer Price Index). The result is a series as it would presumably exist if prices were the same throughout, as in the base year—in other words, as if the dollar had constant purchasing power.

Gross National Product (GNP): The total national output of goods and services valued at market prices. GNP represents categories which comprise purchases of goods and services by consumers and government, gross private domestic investment, and net exports of goods and services. Gross domestic product (GDP) measures the output of production attributable to all the labor and property located in a country. It relates to the physical location of the factors of production.

Farm Marketings: Cash receipts from the sale of farm commodities.

NOTE: The *Statistical Abstract* provides numerous other definitions, explanations of concepts and formulas, and introductions to specific data series. Discussions of these are found in the *Statistical Abstract's* "Guide to Tabular Presentation" and in the introductory pages of each section or chapter.

We have designed this teaching supplement expressly to help teachers gain some familiarity with the *Statistical Abstract* and to recognize it as a vehicle to address all of the above objectives. To do this, we have assembled a sample of data from the 1992 edition. (See the sidebar on page 5 for a list of the tables contained in the **1992 Statistical Abstract Data Sampler**.) To support the use of the **Data Sampler**, we have fashioned a series of classroom activities.

The table layouts presented simulate those found in the *1992 Statistical Abstract* and they address two important features found in many *Statistical Abstract* tables—geography and time. Tables 1-4 and 11 provide information for States and the District of Columbia. The remaining tables look at statistics for the Nation over time or for the most recent year the data are available.

In the **Data Sampler**, we can only skim the surface of the tables and topics found in the 1992 edition. In selecting the information presented, we have tried to be mindful of grades 5-12 subject matter, curriculum objectives, and issues that are hot. The disciplines specifically included in the lesson plan portion of this supplement are *mathematics, environmental/earth science,* and social studies—*geography, economics, American history,* and *government/political science.* We have provided these subject "compartments" as a way to guide teachers to areas of personal instructional interest. However, teachers should view the use of these classroom materials as an opportunity to teach across the curriculum. To help teachers engage in interdisciplinary instruction, we have developed the **Mini-Guides to Demographic and Socioeconomic Statistical Concepts** (see pages 3 and 4), a collection of useful definitions and formulas, and the **Statistical Toolbox** (see page 6), a number of mathematical, mapping, computer use, and other strategies to help students understand and manipulate the data before engaging in substantive analysis. To extend the lessons or for more detailed student research projects, we have suggested additional topics and data series found in the *1992 Statistical Abstract.*

Suggested Classroom Activities

Mathematics

Mathematics is a discipline which equips students with numerous

1992 Statistical Abstract Data Sampler: A Table of Tables

tools for operating in the everyday world. Whether, at some future date, they are pouring over 30-year home mortgage lending rates or simply balancing their checkbooks, they will require abilities in using fundamental mathematical operations. With a proficiency in applying these basic procedures, students will then be able to utilize them in more demanding areas of mathematics such as algebra, probability and statistics, calculus, and geometry. In mastering these basic skills, students can go beyond them and examine patterns and relationships in the data and connections between mathematics and other curricular areas. Below, we have identified ways to address fundamental mathematics skills by using the **Data Sampler**.

- **Basic Operations** — Find the difference between 1980 and 1990 populations (table 1). Using population and State expenditure data, determine direct per capita State expenditures and per capita State expenditures for education (table 2). Estimate the number of vacant housing units in 1990 in the United States (table 1). Calculate population density for each census year (table 5). Determine the amount of federally-owned land per State (table 3). Investigate the numeric difference between current and constant dollars of gross national product by industry (table 9).

- **Place Value, Rounding, and Scientific Notation** — Discuss the meaning of millions, thousands, and so forth; examine how these numbers are displayed in the **Data Sampler**; direct students to convert these numbers into written form. Note that these are rounded numbers. Have students notice the use of rounding throughout the **Data Sampler** and do further rounding with specific data items. Explore the use of scientific notation as a means of showing data in mathematical shorthand.

- **Percents and Proportions**— Calculate State population as a percent of total U.S. population in 1990. Determine the percent of the 435-member House of Representatives each State has been apportioned based upon the 1990 census and the percent change since 1980 (table 1). Calculate the percent change in farm marketings between 1989 and 1990 (table 11). Produce a table showing the percent distribution of energy consumption by source (table 4). Present the above calculations as decimal proportions.

- **Fractions** — Write percents as fractions by using data such as the percent of persons age 25 and over completing high school as presented in table 1. Do the same with other data items.

- **Rates and Ratios** — Examine the tables in the **Data Sampler** for the use of ratios, rates, and constants. For example, note the use of constants and rates in the information shown for births and deaths (table 2). Help the students recognize the difference in the constants presented (i.e., births per 1,000 people; deaths per 100,000 people). Direct the students to standardize these constants and recalculate these numbers to allow for consistent

Statistical Toolbox

In studying mathematics, science, geography, and computer science, students not only become familiar with the content of these subjects but they also get a grasp of tools they can use in describing and analyzing data—how to create a thematic map, how to organize a data base, how to convert tabular information into a chart or graph, and how to perform basic mathematical operations. The critical thinking skills involved in the development and use of these tools by students are as important as the decisions they make once they apply those tools in formulating hypotheses and solving problems. We offer the following list as suggested skills to consider in helping students become better critical thinkers regardless of the subject matter taught or the table used from the **1992 Statistical Abstract Data Sampler**. Examples of how to use some of these procedures are more completely described in the **Suggested Classroom Activities**.

Table Reading and Interpretation: Give students a basic overview of the component parts of the statistical tables—*title, headnotes* and *footnotes, header, stub,* and *unit indicators.* The *header* runs horizontally across the top of the table and names the data items in each column. The *stub* extends down the left vertical side of the table and contains time periods, geographic areas, or other units of analysis (age groups, industries, etc.). *Headnotes* (immediately below table titles) and *footnotes* provide information important for correct interpretation and evaluation of the table as a whole, a major segment of it, and/or specific items or figures in it. (See also the **Mini-Guides to Demographic and Socioeconomic Statistical Concepts** for key definitions.) *Unit indicators* show the specific quantities in which data items are presented, e.g., 1,000's or 1,000,000's. These indicators are used for two primary reasons. Sometimes data are estimates and are not available in an absolute form. Other data are rounded to save space in the table.

Data Processing and Computer Use: Given the size of some tables and the range of analysis possible, consider building computer databases. This will give students an opportunity to gain data entry skills, create matrices, design cross tabulations, perform consistent mathematical operations, and explore graphic presentations of the data. This is especially useful in manipulating the State-level data bases. Once organized, students can add other data of interest to them.

Mathematical Procedures: Since the data presented in the subsequent tables are numeric, there are numerous occasions for using mathematical procedures. For example, students can: use basic operations (addition, subtraction, multiplication, division); sort and rank; calculate percents for data items; design graphic data presentations; organize data into ranges and intervals; calculate means, medians, and modes; generate rates, ratios, proportions; work with place value and scientific notation; develop estimates; recognize the use of rounded numbers; and handle variables and formulas.

Mapping and Geographic Analysis: All Census Bureau data are geographic. Some of the information presented in the **Data Sampler** are about the Nation in total; much is focused on the 50 States and the District of Columbia. This spatial connection allows students to hone a number of geographic skills including: creating map presentations of tabular information and handling issues of scale, legend, and coding; developing and testing geographic generalizations; correlating geographically-related phenomena; and asking geographic questions.

Research Skills: The data contained in this teaching supplement should spark a variety of additional questions and research ideas. Some of these can be answered by looking further into the contents of the *1992 Statistical Abstract* or other related products such as *Historical Statistics of the United States, Colonial Times to 1970.* Others will require further research. Since these statistical compendia products provide information on hundreds of sources of data, students can develop their research skills recognizing and using these sources to locate appropriate information.

comparisons. Once completed, have them explore the concept of rate of natural increase (see **the Mini-Guide to Demographic Statistical Concepts** on page 3). Consider using varying bases such as per 100, per 1,000, etc.

- **Ranking and Sorting** — Rank States according to different data items. Sort them in ascending or descending order. Rank types of land use (table 3) within individual States and among all the States. Rank and compare States on total population (table 1) and presence of hazardous waste sites (table 3). Rank States by the amount of water used for irrigation and other purposes (table 3). Create a rank-ordered table on farm marketings using the rankings provided in table 11.

- **Variables and Formulas** — Use the **Mini-Guides to Demographic and Socioeconomic Statistical Concepts** on pages 3 and 4 to introduce students to various statistical formulas and concepts. Follow this with an exploration of their use in the tables in the **Data Sampler**, e.g., the concept of population density (table 5). Have the students gain experience in applying formulas by calculating population density using the necessary raw data—population and land area. Ask the students to further explore variables and formulas by creating estimates of total crimes by State using the 1990 population (table 1) and crime rate per 100,000 persons (table 2).

- **Estimates** — Have the students generate estimates of various other data items. Using tables 5 and 6, develop estimates of the natural increase in the U.S. population by decade (see **the Demographic Mini-Guide** for a discussion on natural increase and international migration). Note the exactness which must be given up in order to complete these estimates. For instance, there is no information on emigration and the time periods in the two data sets are not exactly the same. Use 1990 population and 1989 birth and death rates by State to prepare approximations of the total number of deaths and births.

- **Range, Means, Medians, and Modes** — Examine the use of means and medians in the **Data Sampler**, specifically median household income and value of specified owner occupied units, mean money earnings, and per capita income (tables 1,7, and 8). Investigate ranges using various time-series and State-level data. For instance, identify the States with the highest and lowest amounts of water used for irrigation (table 3), voter turnout in the 1988 election (table 2), or government payments as a part of farm income (table 11). Recognize modal values and multimodal distributions such as the distribution of hazardous waste sites across the Nation (table 3).

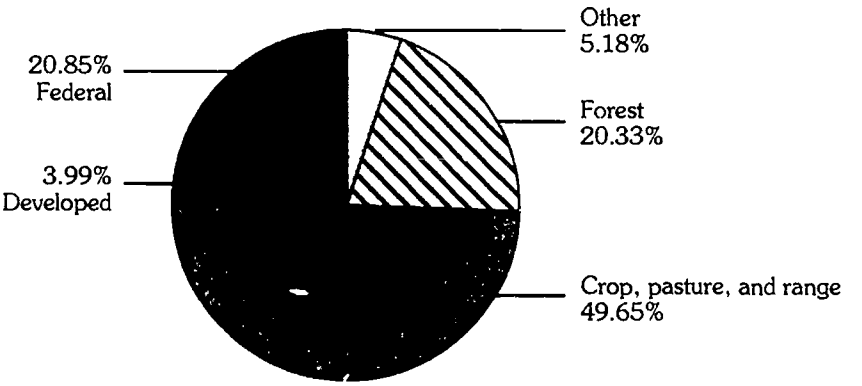
- **Graphing** — The **Data Sampler** offers numerous opportunities for students to create graphic representations of numeric information. Before using specific tables, have the class examine the use of scales, years, and constants and how these can affect graphic depictions. Use other mathematical procedures to make figures comparable. Construct a line graph showing personal consumption expenditures over time in constant and current dollars (table 7) or hours worked by industry (table 10). Produce bar graphs showing differences in mean money earnings by sex and educational attainment (table 8) or the percent of the voting age population voting in the 1988 presidential election by State. Make a pie chart depicting land use (table 3 and figure 1). With the range of State-level data presented, consider creating thematic maps as another means of graphic presentation (see the **Geography** section).

Environmental/ Earth Science

Science is a study that embodies the use of observation, hypothesis building, experimentation, and validation. While the many content areas under the umbrella of science have specific focuses, they share common ways of conceptualizing the world. Below, we offer classroom activities built around two common themes and suggest other *Statistical Abstract* table examples useful in a number of science content areas including life, physical, and environmental/ earth science.

Teaching Science Concepts with the Data Sampler. Science uses a number of tools, techniques, and perspectives to better understand the world—whether that world is an atom or the Earth. Two of these are *systems* and *models*. One way of defining a *system* is a group of interdependent parts that form a unified whole. *Models*, while not exclusive to systems building, help scientists create pictures of systems by allowing them to visualize the interrelated parts and see how they fit together. Using the tables provided in the **Data Sampler**, we offer students an opportunity to work with these concepts. The context for their work is the environment.

Figure 1.
Land Cover/Use in the United States: 1987
(Excludes Alaska and the District of Columbia)



Source: 1992 Statistical Abstract, table 344. (See table 3 of the **Data Sampler**.)

- **Systems** — Discuss the Earth's environment as a system. A good place to start is by dividing this global system into three pieces—biological (plants and animals), physical (land, water, air, etc.), and social (human groups; including their cultures, values, and institutions). Direct the class to name items that they would include under each subsystem heading. Once the students have generated a number of lists, guide them to the tables in the **Data Sampler** and ask them to find data items which fit into their categories. Some of the data items they should pinpoint include: population, population density, birth and death rates, immigration, poverty, educational attainment, crime, land cover/use (especially developed land and some of the rural categories), water sources and uses (especially irrigation and public supply), hazardous waste sites, energy sources and consumption, and agricultural commodities.

  To help students better understand the data items and visualize relationships, see the "Table Reading and Interpretation" portion of the **Statistical Toolbox** and use some of the procedures outlined in other subject matter sections, especially **Mathematics** and **Geography**. Also, introduce them to new concepts such as the components of population change and natural increase (see the **Mini-Guides**).

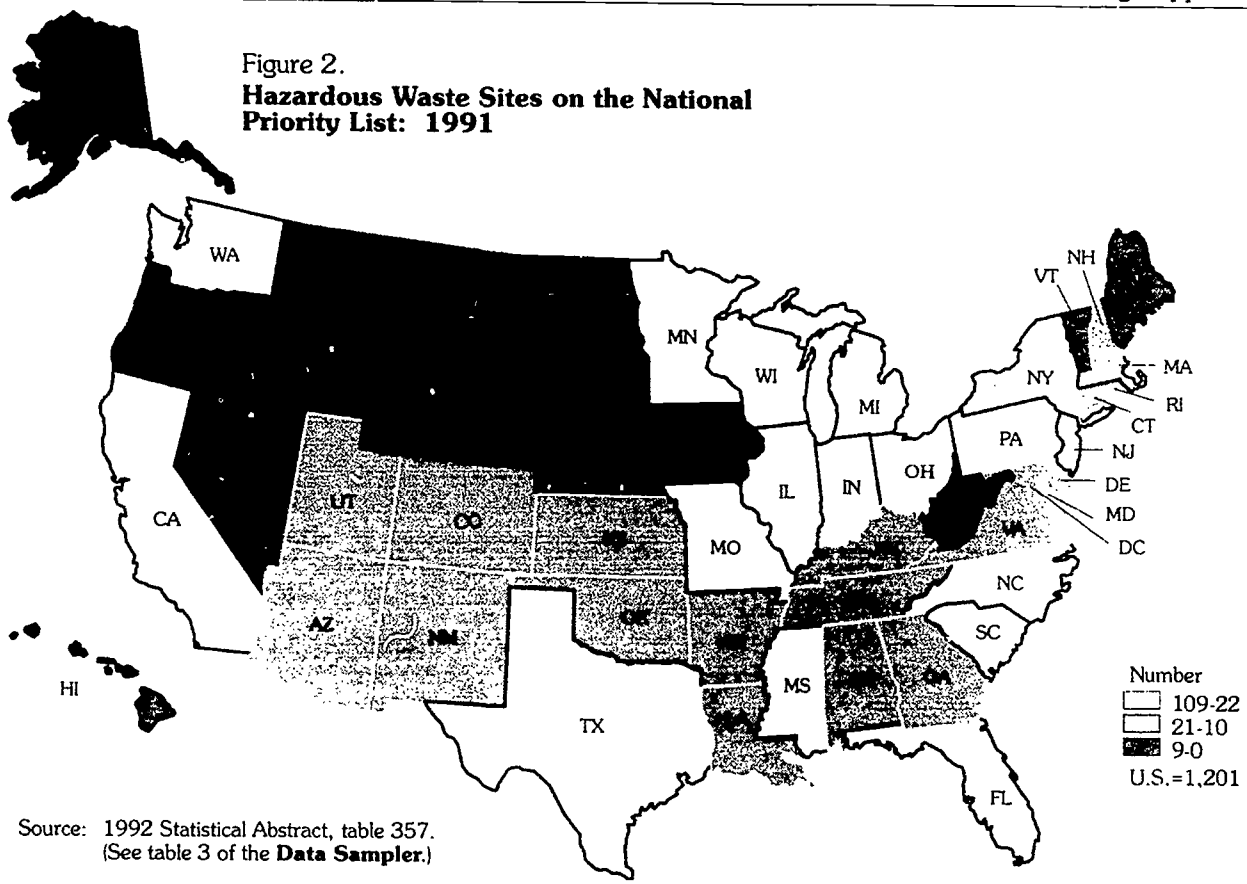
  From the items noted in the **Data Sampler**, have the students discuss some of the things that people require to survive in the United States (food, water, shelter, energy, etc.). Ask the students how some or all of the items they have noted are connected. How does one part of the system influence or feed into others? For instance, about 250 million persons were in the United States in 1990 (table 1). They require food to stay alive. Some of the commodities produced in this country that people eat are beef, pork, dairy products, corn, wheat, oats, and so forth (table 11). Having food to eat requires water (among other things). In the more arid regions of the country, irrigation plays a major role in making crops grow (table 3). Students will see in their investigation of the data that States like California, Idaho, Colorado, and others consume more water for irrigation than for any other purpose.

- **Models** — As the students begin to examine how these various pieces fit together and influence each other, direct them to construct graphic models which depict those connections, feedback loops, and the importance each piece has in affecting the others. As a starting point, have them only use the items they noted in the **Data Sampler**. View this as an opportunity for hypothesis building. Once completed, have students present their models to the class. Note differences and similarities among the models.

  By only using the **Data Sampler**, the students will quickly discover holes in their models. Ask them to consider what other systems' parts they think should be included in their models and why. One of the elements they should suggest is time—being able to see how these various components change over time. In order to see some of those changes and data associated with other aspects of their models, we recommend using the *1992 Statistical Abstract*, other Census Bureau statistical compendia, and resources from the library such as almanacs and atlases.

Going Further in Science with the 1992 Statistical Abstract. The over 1,400 data tables in the *1992 Statistical Abstract* furnish science teachers with data useful in a variety of content areas. In the space available, we are only able to provide a short list of what to look for. *Life Sciences:* Life expectancy, drug testing, alcohol consumption, contraceptive usage, food consumption, AIDS cases, nutrient intakes, surgical procedures, causes of death, agricultural exports and imports, world crop production. *Physical Sciences:* Mining and mineral production, communications (cable TV, cellular telephones, etc.), nuclear power, robots, world-wide space launches, horsepower of prime movers, fossil fuel prices, computer usage. *Earth/Environmental Sciences:* Climate (precipitation, wind speed, temperatures), elevations, river flows and water bodies, solid waste, recycling, air pollution, insecticides, oil polluting incidents, national parks, forest land, selected international statistics.

Figure 2.
Hazardous Waste Sites on the National Priority List: 1991



Source: 1992 Statistical Abstract, table 357.
(See table 3 of the **Data Sampler**.)

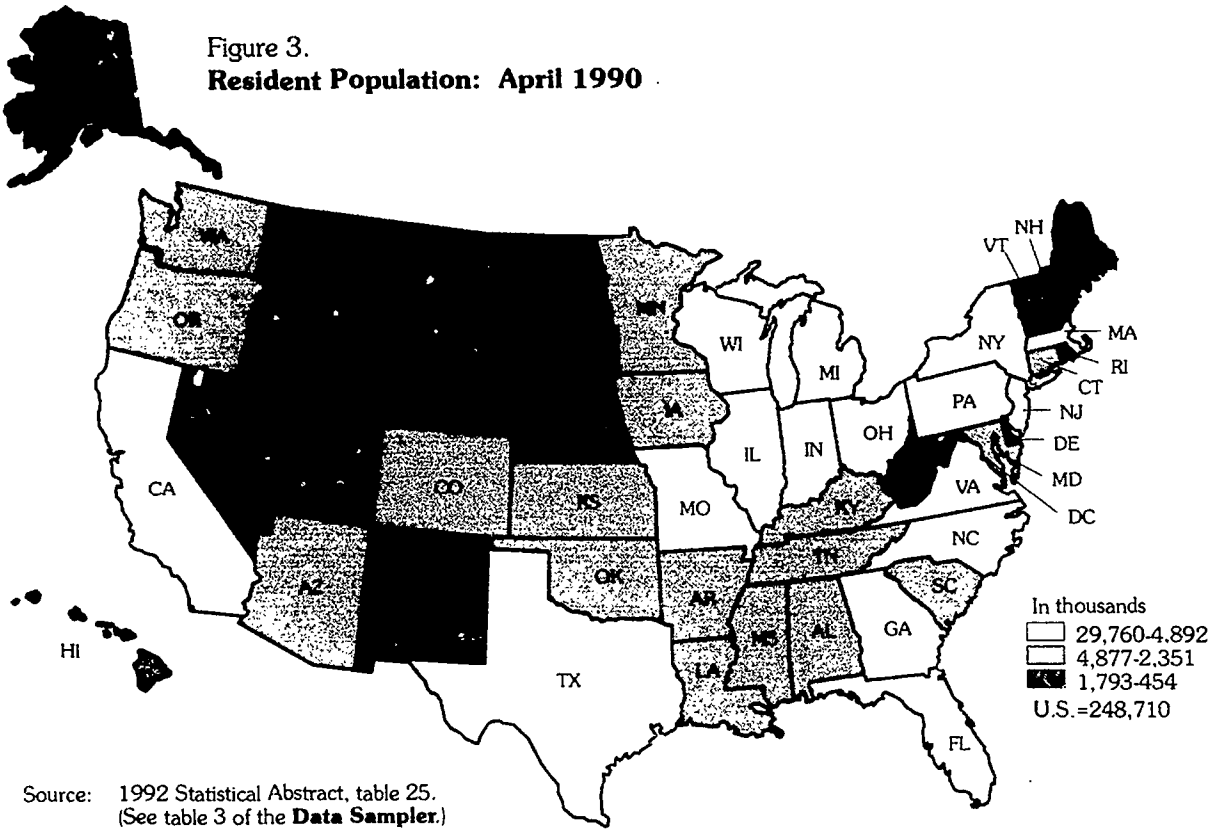
Geography

Geography is interested in building bridges between humans and the social, physical, and biological world in which they live. It is a spatial study of the components that make up that world and the connections and interactions among those many pieces. While answering the question *where* is of prime importance in geography, it is only the jumping off point. To see and understand spatial patterns and relationships, geography encourages students to ask the question *why* with an eye toward making inferences about their world. The *1992 Statistical Abstract* and the **Data Sampler** can help students gain insights into that geographic world, especially when the numeric information is mapped.

Teaching Geography Concepts with the Data Sampler. The presentation and analysis of geographic information are vital aspects of fully engaging students in understanding and applying the five fundamental themes of geography—location, place, human-environment interactions, movement, and regions. In the **Data Sampler**, we have supplied a variety of information about the United States, the 50 States, and the District of Columbia. Below, we offer two suggestions on ways of organizing these data into map presentations for further analysis— mapping using quantiles and mapping around the national average. (NOTE: See also the **Economics** and **Government/ Political Science** sections for several ideas for using these mapping activities.)

- **Quantile Mapping** — This method of graphically depicting statistical data divides (codes) the geographic information into rank-ordered categories (or quantiles) where each category contains an "equal" number of geographic units—in this activity, "equal" numbers of States. By using this approach with two or more data items (maps), students can move immediately into geographic analysis and the development of hypotheses. By utilizing consistent coding patterns or colors across all maps, students can easily compare high and low value groups. For instance, maps displaying data on total resident population by State and the number of hazardous waste sites by State show that the States with the

Figure 3.
Resident Population: April 1990



Source: 1992 Statistical Abstract, table 25.
(See table 3 of the **Data Sampler**.)

largest populations also are the ones with the largest number of hazardous waste sites on the national priority list (see tables 1 and 3 and figures 2 and 3). Conversely, the most sparsely settled States also have the fewest number of sites. Essentially, students are constructing graphic correlations of phenomena which are easier to see than if they were only working with the raw data.

Divide the class into small groups. Give each group several blank outline maps showing State boundaries and an identical set of colored pencils (based on the number of quantiles used). Using the **Data Sampler**, choose a number of topics (data items) equal to the number of classroom groups. Ask each group to rank a different data item from highest value (1) to lowest (50/51). Determine the number of categories (quantiles) to display. The general rule of thumb is three to seven categories. Five categories work well when mapping data for the 50 States since they allow for 10 States per category (except in the case of tied rankings). Once each group has ranked the data, each group should divide the numeric information into the number of quantiles chosen. In using five categories (quintiles), simply count ten down from the top, then another ten, and so forth. Direct the groups to transfer their data to the maps. To allow for consistent comparisons, have each group use the same colors in the same order to represent their specific categories. In completing the maps, the class also must deal with issues of titles, notes, and legends. Display the maps and ask the students to look for geographic patterns and relationships.

- **National Average Mapping** — Some of the tables in the **Data Sampler** provide national as well as State-level statistics. Many of these are "national averages"—percent change in population from 1980 to 1990, percent voting in the 1988 presidential election, etc. Using these national averages as the basis for determining mapping categories (codes) permits students to compare findings across two levels of

geographic focus—the Nation and individual States.

In creating "national average" maps, students generally will use two categories—States with values above the national average and States with values below it. Depending upon the topic under analysis, more categories may be warranted, e.g. States with values twice the national average or 1.5 times less than the Nation. Coding becomes a matter of finding those States that fall above or below the national value. Once coded, direct the students to transfer the data to the maps using colored markers. Unlike the quantile method described above, this technique will not allow students to easily compare multiple topics. However, it will let them easily prepare descriptions of what they see in the data and in the process use another geographic comparison point. To vary this activity, consider using the students' home-State averages instead of those for the Nation.

Going Further in Geography with the 1992 Statistical Abstract. The selection of tables presented in the **Data Sampler** are not the only ones useful in teaching geographic concepts. Here are several other suggestions. *Location:* Center of population (including latitude and longitude), levels of geographic focus (Nation, regions, divisions, States, metropolitan areas, cities). *Place:* Race and ethnicity, households, infant mortality, hospitals, school enrollment, teacher salaries, prisoners, social security recipients, unemployment, union membership, women-owned businesses, motor vehicle accidents. *Human/Environment Interactions:* See the **Environmental/Earth Science** section for topic suggestions. *Movement:* Journey to work, international trade (imports and exports), immigrants by country of origin, population mobility, transportation (land, air, water), communications, gross State product. *Regions:* Census regions (Northeast, Midwest, South, West), census divisions (New England, Mountain States, etc.), agricultural regions, U.S. outlying territories, world regions, and countries.

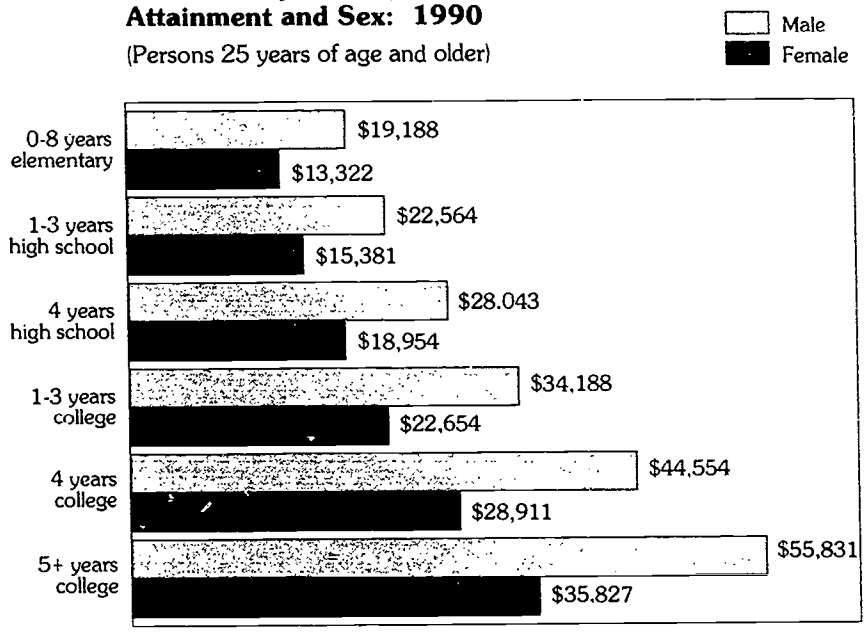
Economics

Economics is a part of everyday life. As students complete their educations and enter the world of work, they must be prepared to make personal economic decisions and have an understanding of the larger economic world in which they will operate. The *1992 Statistical Abstract* and the **Data Sampler** supply teachers with a variety of data to help students get a clearer understanding of the economic arena, the interplay of economic and noneconomic forces, and their connection to a larger social, economic, and political world context.

Teaching Economic Concepts with the Data Sampler. In the **Data Sampler**, we have identified a number of tables and data series which relate to fundamental concepts in the study of economics—household income and poverty, changes in per capita income over time, current and constant dollars, wage gap by educational attainment and sex, gross national product by industry, and earnings and hours worked by industry. Below, we have provided some suggestions of how to include these data in an economics course. (NOTE: See also the **Geography, American History,** and **Government/ Political Science** sections for related suggestions.)

- **Household income and poverty** — Median household income in 1989, as recorded in the 1990 census, was $30,056 for the Nation in total (see table 1). Discuss the concept of median—50 percent of the values falling above the median and 50 percent falling below. Direct the students to examine the percent of persons below the poverty level at the same time (see the definition of poverty in the **Socioeconomic Mini-Guide**). Using the quantile mapping method described in the **Geography** section, guide the students to create thematic maps depicting median household income and poverty. Have them analyze the maps for geographic patterns. Create a third map showing median housing value (table 1) and examine differences in the relationship between household income and this measure of housing costs.
- **Per capita income (in current and constant dollars)** — Direct the students to analyze the data in table 7, especially personal income, disposable income, and personal consumption expenditures both in current and constant dollars (see definitions in the **Mini-Guide**). Have them note changes in each category over time. Note differences between the various categories. Use the categories of personal income and personal disposable

Figure 4.
Mean Money Earnings, by Educational Attainment and Sex: 1990
(Persons 25 years of age and older)



Source: 1992 Statistical Abstract, table 713. (See table 7 of the **Data Sampler**.)

income to calculate estimates of personal tax and nontax payments. Create timelines which incorporate social, economic, and political events (see the **American History** section).

- **Wage gap by educational attainment and sex** — Educational attainment has an effect on personal earnings. As years of school completed increase so does income (table 8 and figure 4). Have the students investigate this difference by creating bar charts. Ask them what the data say about the economic value of staying in school. In generating the bar charts, the students also will see the wage gap evident by gender. Have them offer reasons for this difference.

- **Gross National Product by industry** — Using table 9, ask the students to explore which sectors of the Nation's economy are the largest contributors to the Gross National Product (GNP). Examine this first by looking at the goods-producing and the service-producing sectors (see table 10 for the distinctions). Finetune this analysis by observing differences among industrial groupings. Finally, look at specific industries to determine which are the leaders in the Nation's economy. Also study these patterns over time and in constant and current dollars. Which industries in the short-term are marked by growth, stability, and decline? Converting the data into percent distributions will be helpful for part of this analysis.

- **Earnings and hours worked** — In what sectors of the economy do most people work, how many hours do they work, and what do they get paid? The data in table 10 answer these questions and they offer a look at how each of these aspects of employment have changed over the past three decades. Before presenting the data to the students, ask them in what industrial sector they wish to eventually work. (NOTE: The students are more likely to suggest occupations than industrial categories. To investigate earnings by occupation, use the *1992 Statistical Abstract*.) Based upon the students' responses, have them examine the data for changes in employment growth, stability, and decline; hours worked; and wages earned.

Going Further in Economics with the 1992 Statistical Abstract. The **Data Sampler** does just what its name implies. It only gives a sample of the types of data available in the *1992 Statistical Abstract*. Since the study of economics includes demographic, social, political, and global as well as economic issues, the volume is replete with information covering most topics of interest. Some of the other subjects relating specifically to fundamental, micro-economic, macroeconomic, and international economic concepts include: labor force participation, unemployment, occupational projections, purchasing power, Federal budget outlays, cost of living and producer price indexes, gross State product, collective bargaining, stocks and bonds, monetary systems, multinational corporations, mergers and acquisitions, business failures, foreign investment, flow of funds, financial institutions, and balance of international trade.

American History

History is more than a chronicling of the past. It is about making "time connections"—understanding not only the chronological aspects of events but the larger context into which those events fell and continue to fall. It is a study that uses the question *when* as a focal point for investigating relationships between and among people, their institutions, social developments, and the physical world. While the study of American history has a specific geographic flavor to it, it is a discipline that is globally inclusive. This segment builds upon these ideas by introducing teachers and students to some of the statistical resources available from the Census Bureau that can help them put chronologically-ordered data into a larger context.

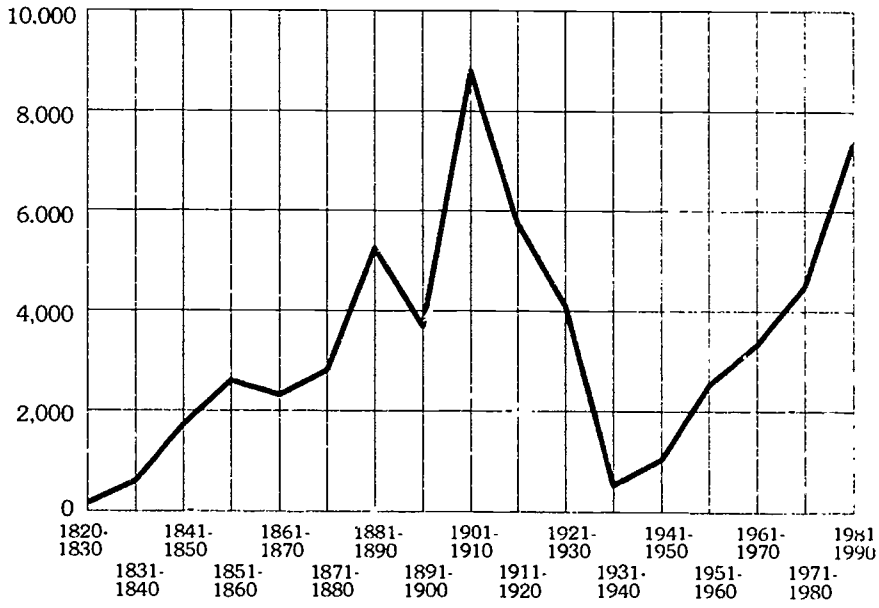
Teaching American History Concepts with the Data Sampler. According to the National Commission on Social Studies in the Schools, the study of American history should include the examination of three transformations of modern times—the *democratic revolution,* the *industrial and technological revolution,* and the *modern growth and mobility of population.* Using the data found in the **Data Sampler** and charting those data with timelines, students can begin an investigation of the latter transformation. Tables 5 and 6 furnish statistics on national population growth, changes in land area, and immigration to the United States. (NOTE: See also the **Geography, Economics,** and **Government/ Political Science** sections for related suggestions.)

- **Table Reading** — Begin by asking students what makes a population change. Population change is a product of only three components—births, deaths, and migration (both into and out of an area). This, then, means that population change is influenced by natural, social, and economic forces (see the **Demographic Mini-Guide to Statistical Concepts** for additional definitions and formulas). Explain that tables 5 and 6 give a time-series look at one of these components and population change in total. Using overhead enlargements of the tables, help the students understand the data contained in the tables (see the **Statistical Toolbox** for background information on table reading). Ask the students to make observations. What do the data tell them? For instance, when did the country's population grow fastest or slowest? When was immigration at its peak? How do current patterns compare with those of the past?

- **Timeline Charts** — After some discussion of the tabular information, direct the students to construct timelines that chart these two phenomena and correlate economic, political, social, military, technological, and other developments that have had an influence on or have been influenced by changes in population growth and immigration. (See the **Mathematics** section for ideas on graphic data presentation and figure 5 for a line chart presentation of U.S. immigration.)

  Have the students suggest and address questions that begin to link these together. How did the democratic revolution of the 18th century foster the

Figure 5.
Immigration to the United States: 1820-1990
(In thousands)



Source: 1992 Statistical Abstract, table 5. (See table 6 of the **Data Sampler**).

movement of people to the United States from other countries? How have demographic changes contributed to supporting/altering larger historical developments in this country? Who immigrated at various periods and why? Have the students include global events and conditions, e.g., the potato famine-induced migration of millions of Irish during the 1840's and 1850's. How have war, worldwide economic depression, and changes in immigration legislation affected population growth and immigration? How did territorial expansion, opening of new lands to settlement, and singular events (for instance, the California Gold Rush or the building of the transcontinental railroad) influence immigration? (NOTE: Land area changes resulting from territorial acquisition such as the Louisiana Purchase and the Mexican Cession are visible in the data shown in table 5.)

Going Further in American History with the 1992 Statistical Abstract. The tables in the **Data Sampler** only hint at some of the data that students will be seeking as they become invested in the above activity. The tables provided act as a catalyst to going further in the *1992 Statistical Abstract* and other Census Bureau statistical compendia, especially *Historical Statistics of the United States, Colonial Times to 1970.* Here are some of the additional topics/data series they will find useful for this and other research. *1992 Statistical Abstract:* Immigration by country of birth, immigrants admitted as refugees by country of birth, expulsion of aliens, immigration violations, ancestry, race and ethnicity, gender/women's issues, education, religion, family and household structure, political parties, campaign finances, employment, earnings, occupations, estimates of war costs, national defense outlays, research and development funding, taxes and government expenditures, foreign aid, international trade. *Historical Statistics of the United States, Colonial Times to 1970:* See the *1992 Statistical Abstract* table of contents (on page 2 of this supplement) for the types of topical areas included in *Historical Statistics* and see the description of this two-volume reference in the **Guide to Statistical Compendia Products**.

Government/ Political Science

To be an effective global citizen in the 21st century requires more than simply knowing something about the Constitution, the Bill of Rights, and other documents of democracy. It means having civic competence by being an informed citizen and embracing personal civic responsibility by participating in political and governmental processes. While the *Statistical Abstract* can not teach students to be responsible citizens, it will open students' eyes to current patterns of some measures of civic participation, introduce them to statistical information about government institutions and functions, and hopefully become a research tool they will use.

Teaching Government/Political Science Concepts with the Data Sampler. The **Data Sampler** furnishes data examining two measures of civic participation—voter registration and votes cast in 1988—and two aspects of governmental function—direct State expenditures and State expenditures for education. The sampler also offers demographic, social, and economic statistical information that teachers can use to explore other aspects of civic education. (NOTE: See also the **Geography, American History,** and **Economics** sections for related suggestions.)

- **Voter registration and voter turnout** — In an era when more and more people worldwide are gaining the right to vote, generally fewer Americans are taking advantage of their right to cast a ballot. Using the data in table 2, students can examine data by State on the percent of the voting age population that registered to vote in the 1988 presidential election and the percent that actually voted. Direct the students to create quantile maps depicting these data (see the **Geography** section for a discussion on quantile mapping procedures). Assuming that they have divided the State-level data into five categories (quintiles), their analysis of the top and the bottom ten States will reveal differences and similarities between States with the highest and lowest percent of voting-age population registered to vote and persons actually voting. Have the students suggest reasons, especially for the differences.

  Ask the students to focus their attention on their voter turnout map. What general

geographic patterns do they see? Have them suggest reasons for high voter participation in the "Midwest" and low participation in the "South." Who do they think votes and who does not? For instance, the chances that a person will vote increase as age, education, and income increase; conversely, non-Whites and persons who rent are less likely to vote than their counterparts. Are there other characteristics besides population composition that the students can suggest that affect voting patterns in individual States? Map other State-level information in the **Data Sampler** to test the students' hypotheses.

Extend this activity by using newspapers and other sources of information on the 1992 elections, including registered voters, persons actually voting, and the State-by-State election results.

- **State government expenditures** — The United States does not have a single government. There are, in fact, over 83,000 governments operating in this country. Over 50 percent of these are school districts and special districts (such as port authorities and sewer districts). The remainder includes Federal, State, county, municipal, and township governments. Although the Federal government supports a wide range of services, it is State and local governments that provide most public services. The provision of these services has a cost and requires the expenditure of funds.

The **Data Sampler** supplies a taste of the kind of data found in the *Statistical Abstract* to support student investigation of State and local government expenditures, revenues, and functions. Table 2 gives a State-level summary of total expenditures and those directed toward all levels of education. Have the students begin by finding the information for their home-State. Besides education, ask them what other ways these funds are used in the State (e.g., highways, health and hospitals, public welfare, and natural resources). Compare home-State expenditures with those for adjacent States. Create a home-State variation of the national average maps described in the **Geography** section.

Direct the students to calculate the percent of total expenditures provided for education. Have them complete this for all States and then create a quantile map (see **Geography** section). Use other State-level data items, such as crime rate and birth rate, for hypothesis testing and to study spatial relationships. In States where correlations are not found, have the students suggest other variables which might affect phenomena such as crime and birth rates.

Going Further in Government/ Political Science with the 1992 Statistical Abstract. The data provided in the **Data Sampler** will only answer a portion of students' questions. The best way to research these further is by using the *1992 Statistical Abstract.* A number of topics related to civic education have already been identified in the companion discussions for **Geography**, **American History**, and **Economics**. However, there is a wide variety of tables of special interest to civic education. Here are some key topics arranged in several categories. *Federal Government:* The budget, revenues and outlays, funds to States, tax returns filed, civilian employment, land and buildings, national defense outlays, social welfare expenditures. *State and local governments:* Revenues, expenditures, debt, finances, income tax returns, State aid to local governments, number of local governments, residential property tax rates, employment and payroll. *Elections:* Votes cast by political party, presidential primaries, votes cast for members of Congress, composition of Congress and State legislatures.

1992 Statistical Abstract Data Sampler

The tables that follow give a hint of the content of the *1992 Statistical Abstract.* They are presented as they appear in the newest edition with the exception of tables 1, 2, and 3. These State-level depictions are selections from a dozen separate tables. The data displayed, besides fitting well into various curricular areas, also reflect some of the critical issues being discussed everyday in the news, in the community, in the classroom.

No. 1. Selected 1990 Census Facts, by State

STATE	POPULATION[1]			APPROTIONMENT OF THE HOUSE OF REPRESENTATIVES[2] (number)		EDUCATIONAL ATTAINMENT 1990, PERCENT COMPLETING—[3 4]		MEDIAN HOUSEHOLD INCOME,[4] 1989 (dollars)	PERSONS BELOW POVERTY,[4] 1989 (percent)	HOUSING UNITS,[5] 1990		
	1980 (1,000)	1990								Number (1,000)		Median value,[6] (dollars)
		Total (1,000)	Per square mile	1980	1990	High school or more	Bachelor's degree or higher			Total	Occupied	
United States	**226,546**	**248,710**	**70.3**	**435**	**435**	**75.2**	**20.3**	**30,056**	**13.1**	**102,264**	**91,947**	**79,100**
Alabama	3,894	4,041	79.6	7	7	66.9	15.7	23,597	18.3	1,670	1,507	53,700
Alaska	402	550	1.0	1	1	86.6	23.0	41,408	9.0	233	189	94,400
Arizona	2,718	3,665	32.3	5	6	78.7	20.3	27,540	15.7	1,659	1,369	80,100
Arkansas	2,286	2,351	45.1	4	4	66.3	13.3	21,147	19.1	1,001	891	46,300
California	23,668	29,760	190.8	45	52	76.2	23.4	35,798	12.5	11,183	10,381	195,500
Colorado	2,890	3,294	31.8	6	6	84.4	27.0	30,140	11.7	1,477	1,282	82,700
Connecticut	3,108	3,287	678.4	6	6	79.2	27.2	41,721	6.8	1,321	1,230	177,800
Delaware	594	666	340.8	1	1	77.5	21.4	34,875	8.7	290	247	100,100
District of Columbia	638	607	9,882.8	(X)	(X)	73.1	33.3	30,727	16.9	278	250	123,900
Florida	9,746	12,938	239.6	19	23	74.4	18.3	27,483	12.7	6,100	5,135	77,100
Georgia	5,463	6,478	111.9	10	11	70.9	19.3	29,021	14.7	2,638	2,367	71,300
Hawaii	965	1,108	172.5	2	2	80.1	22.9	38,829	8.3	390	356	245,300
Idaho	944	1,007	12.2	2	2	79.7	17.7	25,257	13.3	413	361	58,200
Illinois	11,427	11,431	205.6	22	20	76.2	21.0	32,252	11.9	4,506	4,202	80,900
Indiana	5,490	5,544	154.6	10	10	75.6	15.6	28,797	10.7	2,246	2,065	53,900
Iowa	2,914	2,777	49.7	6	5	80.1	16.9	26,229	11.5	1,144	1,064	45,900
Kansas	2,364	2,478	30.3	5	4	81.3	21.1	27,291	11.5	1,044	945	52,200
Kentucky	3,661	3,685	92.8	7	6	64.6	13.6	22,534	19.0	1,507	1,380	50,500
Louisiana	4,206	4,220	96.9	8	7	68.3	16.1	21,949	23.6	1,716	1,499	58,500
Maine	1,125	1,228	39.8	2	2	78.8	18.8	27,854	10.8	587	465	87,400
Maryland	4,217	4,781	489.2	8	8	78.4	26.5	39,386	8.3	1,892	1,749	116,500
Massachusetts	5,737	6,016	767.6	11	10	80.0	27.2	36,952	8.9	2,473	2,247	162,800
Michigan	9,262	9,295	163.6	18	16	76.8	17.4	31,020	13.1	3,848	3,419	60,600
Minnesota	4,076	4,375	55.0	8	8	82.4	21.8	30,909	10.2	1,848	1,648	74,000
Mississippi	2,521	2,573	54.9	5	5	64.3	14.7	20,136	25.2	1,010	911	45,600
Missouri	4,917	5,117	74.3	9	9	73.9	17.8	26,362	13.3	2,199	1,961	59,800
Montana	787	799	5.5	2	1	81.0	19.8	22,988	16.1	361	306	56,600
Nebraska	1,570	1,578	20.5	3	3	81.8	18.9	26,016	11.1	661	602	50,400
Nevada	800	1,202	10.9	2	2	78.8	15.3	31,011	10.2	519	466	95,700
New Hampshire	921	1,109	123.7	2	2	82.2	24.4	36,329	6.4	504	411	129,400
New Jersey	7,365	7,730	1,042.0	14	13	76.7	24.9	40,927	7.6	3,075	2,795	162,300
New Mexico	1,303	1,515	12.5	3	3	75.1	20.4	24,087	20.6	632	543	70,100
New York	17,558	17,990	381.0	34	31	74.8	23.1	32,965	13.0	7,227	6,639	131,600
North Carolina	5,882	6,629	136.1	11	12	70.0	17.4	26,647	13.0	2,818	2,517	65,800
North Dakota	653	639	9.3	1	1	76.7	18.1	23,213	14.4	276	241	50,800
Ohio	10,798	10,847	264.9	21	19	75.7	17.0	28,706	12.5	4,372	4,088	63,500
Oklahoma	3,025	3,146	45.8	6	6	74.6	17.8	23,577	16.7	1,406	1,206	48,100
Oregon	2,633	2,842	29.6	5	5	81.5	20.6	27,250	12.4	1,194	1,103	67,100
Pennsylvania	11,864	11,882	265.1	23	21	74.7	17.9	29,069	11.1	4,938	4,496	69,700
Rhode Island	947	1,003	960.3	2	2	72.0	21.3	32,181	9.6	415	378	133,500
South Carolina	3,122	3,487	115.8	6	6	68.3	16.6	26,256	15.4	1,424	1,258	61,100
South Dakota	691	696	9.2	1	1	77.1	17.2	22,503	15.9	292	259	45,200
Tennessee	4,591	4,877	118.3	9	9	67.1	16.0	24,807	15.7	2,026	1,854	58,400
Texas	14,229	16,987	64.9	27	30	72.1	20.3	27,016	18.1	7,009	6,071	59,600
Utah	1,461	1,723	21.0	3	3	85.1	22.3	29,470	11.4	598	537	68,900
Vermont	511	563	60.8	1	1	80.8	24.3	29,792	9.9	271	211	95,500
Virginia	5,347	6,187	156.3	10	11	75.2	24.5	33,328	10.2	2,496	2,292	91,000
Washington	4,132	4,867	73.1	8	9	83.8	22.9	31,183	10.9	2,032	1,872	93,400
West Virginia	1,950	1,793	74.5	4	3	66.0	12.3	20,795	19.7	781	689	47,900
Wisconsin	4,706	4,892	90.1	9	9	73.6	17.7	29,442	10.7	2,056	1,822	62,500
Wyoming	470	454	4.7	1	1	83.0	18.8	27,096	11.9	203	169	61,600

X Not applicable. [1] As of April 1. Persons per square mile was calculated on the basis of land area data from the 1990 census. Source: U.S. Bureau of the Census, *1980 Census of Population*, vol.1, chapter A (PC80-1-A) and *1990 Census of Population and Housing*, (CPH-1-1). [2] Population figures used to determine the number of House members in each State are based on the decennial censuses. Source: U.S. Bureau of the Census, press release CB90-232. [3] For persons 25 years old and over. [4] Source: U.S. Bureau of the Census, *Census of Population and Housing*, (CPH-5-1). [5] As of April 1. Source: U.S. Bureau of the Census, *Census of Population and Housing*, (CPH-1-1). [6] Median value of specified owner occupied units. Excludes mobile homes, homes with a business office and certain other homes.

Source: Compiled from sources listed in footnotes.

No. 2. Selected Socioeconomic Indicators, by State

STATE	ELECTIONS			VITAL STATISTICS, [3] 1989		VIOLENT CRIME RATE PER 100,000 POPULATION, [6] 1990	STATE GOVERNMENT GENERAL EXPENDITURE, [7] 1990 (mil. dol.)	
	Population registered to vote, [1] 1988 (percent)	Population casting votes for presidential electors, [2] (percent)		Birth rate per 1,000 population [4]	Death rate per 100,000 population [5]		Total	Education
		1984	1988					
United States	[8]71.1	53.1	50.1	16.3	866.3	732	507,875	184,529
Alabama	79.1	49.9	46.0	15.2	947.2	709	7,400	3,380
Alaska	76.3	59.4	55.7	22.1	397.5	525	4,284	1,057
Arizona	69.0	46.1	46.1	18.9	793.4	652	7,535	2,759
Arkansas	68.3	51.8	47.3	14.9	1,024.4	532	3,930	1,686
California	67.1	49.6	47.1	19.6	745.3	1,045	70,189	26,906
Colorado	81.5	55.1	56.2	15.9	637.4	526	5,627	2,491
Connecticut	71.6	61.0	58.3	15.3	872.0	554	8,880	2,178
Delaware	65.0	55.6	50.2	15.9	868.2	655	1,994	709
District of Columbia	61.3	43.1	40.9	19.5	1,266.4	2,458	(X)	(X)
Florida	62.9	48.3	44.7	15.2	1,047.8	1,244	20,558	7,829
Georgia	63.1	42.0	39.4	17.1	812.0	756	11,393	5,048
Hawaii	53.9	44.4	43.5	17.4	584.7	281	3,547	1,113
Idaho	81.7	59.8	58.2	15.7	736.5	276	1,831	751
Illinois	74.4	57.0	52.8	16.3	886.7	967	20,055	6,488
Indiana	70.5	55.9	52.8	14.9	877.8	474	9,992	4,235
Iowa	81.7	62.1	57.7	13.7	957.6	300	5,935	2,418
Kansas	69.2	56.8	53.7	15.4	886.9	448	4,329	1,845
Kentucky	73.8	50.8	48.1	14.3	949.8	390	7,101	2,945
Louisiana	70.2	54.5	52.3	16.6	859.5	898	8,524	3,177
Maine	95.7	64.7	61.1	14.3	915.3	143	2,743	942
Maryland	66.2	51.4	49.0	16.7	817.1	919	9,832	2,865
Massachusetts	72.2	57.5	57.7	15.5	911.9	736	17,039	3,496
Michigan	87.7	57.9	53.9	16.0	850.4	790	19,561	6,418
Minnesota	92.3	68.2	65.5	15.5	788.1	306	10,407	3,774
Mississippi	85.5	52.2	50.5	16.4	968.6	340	4,394	1,883
Missouri	77.0	57.2	54.5	15.1	977.4	715	7,703	3,274
Montana	86.3	65.0	62.4	14.5	838.1	159	1,651	576
Nebraska	77.0	55.5	55.9	15.0	918.7	330	2,815	907
Nevada	57.0	41.7	43.5	17.6	778.5	601	2,366	846
New Hampshire	79.0	53.1	55.2	16.1	765.3	132	1,676	401
New Jersey	67.5	56.5	52.6	15.7	923.7	648	18,041	5,390
New Mexico	61.3	51.3	48.9	17.9	691.9	780	3,891	1,681
New York	63.9	51.1	47.8	16.2	956.4	1,181	49,697	14,266
North Carolina	69.9	47.4	43.7	15.5	874.7	624	12,555	5,966
North Dakota	[9]	62.6	61.4	14.5	834.8	74	1,587	592
Ohio	79.3	57.8	54.5	15.0	901.9	506	20,489	7,720
Oklahoma	91.5	52.1	49.5	14.7	924.8	547	5,612	2,369
Oregon	74.3	61.8	57.3	14.6	883.6	507	5,563	1,730
Pennsylvania	64.9	53.9	49.5	14.0	1,027.5	431	21,234	6,975
Rhode Island	71.8	55.8	52.9	14.8	957.6	432	2,658	782
South Carolina	56.7	40.7	39.0	16.3	843.3	977	6,775	2,843
South Dakota	86.5	62.5	60.4	15.5	915.9	163	1,281	377
Tennessee	66.0	49.1	44.7	14.8	920.1	670	7,879	2,821
Texas	66.8	47.3	45.5	18.1	735.0	761	23,630	10,973
Utah	74.9	61.7	60.6	20.8	541.2	284	3,471	1,663
Vermont	84.5	59.9	57.9	15.0	808.8	127	1,466	516
Virginia	63.3	50.7	48.0	15.9	773.6	351	11,850	4,723
Washington	73.1	58.4	53.4	15.8	759.6	502	11,389	5,082
West Virginia	69.3	51.7	46.7	11.9	1,053.2	169	3,530	1,454
Wisconsin	[10]	63.4	61.0	14.8	870.2	265	10,499	3,685
Wyoming	64.4	53.2	52.1	14.5	685.1	301	1,485	524

X Not applicable. [1] Voting age population. Source: Committee for the Study of the American Electorate, Washington, DC, *Non-Voter Study, '88-'89.* [2] Voting age population. Source: Compiled by U.S. Bureau of the Census. Population data from U.S. Buraau of the Census, *Current Population Reports,* series P-25, No. 1085; votes cast from Elections Research Center, Chevy Chase, MD, *America Votes,* biennial (copyright). [3] By State of residence. Based on resident population estimated as of July 1, 1989. [4] Source: U.S. National Center for Health Statistics, *Vital Statistics of the United States,* annual; and *Monthly Vital Statistics Report.* [5] Source: U.S. National Canter for Health Statistics, *Monthly Vital Statistics Report.* [6] Violant crime includes murder, forcible rape, robbery, and aggravated assault. Rate based on resident population estimated as of July 1, 1990. Source: U.S. Federal Bureau of Investigation, *Crime in the United States,* annual. [7] Source: U.S. Bureau of the Census, *State Government Finances,* series GF-90, No.3. [8] Estimate based on actual registration statistics from the States which keep registration records. Percentages are the actual percentages of the voting age population who registered in the States, for which actual registration figures are available. The estimates are derived from applying that percentage to the national voting age population figure. [9] North Dakota does not require registration. [10] Wisconsin does not keep statewide registration statistics.

Source: Compiled from sources listed in footnotes.

No. 3. Selected Environmental Indicators, by State

STATE	LAND COVER AND USE, [1] 1987 (1,000 acres)									WATER WITHDRAWN PER DAY, [4] 1985								HAZARDOUS WASTE SITES, [8] 1991 (number)
	Total surface area [2]	NON-FEDERAL LAND								Total [5] (mil. gal.)	Per capita, fresh (gal.)	Source (mil. gal.)		Selected major uses (mil. gal.)				
		Total	Developed [3]	Rural								Ground water	Surface water	Irrigation	Public supply [6]	Industrial [7]	Thermo-electric	
				Total	Cropland	Pasture land	Range-land	Forest land	Minor cover/use									
United States	1,937,726	1,484,156	77,305	1,406,851	422,416	129,021	401,685	393,904	59,826	399,000	1,400	74,000	325,000	137,000	39,900	29,300	187,000	1,201
Alabama	33,091	31,230	1,640	29,591	4,210	3,595	96	21,017	673	8,600	2,140	347	8,250	69	654	851	6,920	12
Alaska	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	406	727	72	334	-	86	133	30	6
Arizona	72,960	41,994	1,116	40,878	1,306	81	31,867	4,912	2,712	6,430	1,960	3,100	3,330	5,520	645	133	58	10
Arkansas	34,040	29,904	1,232	28,672	8,182	5,678	164	14,268	380	5,910	2,500	3,810	2,100	3,870	317	175	1,090	10
California	101,572	53 654	4,621	49,033	10,209	1,501	17,719	15,073	4,531	49,700	1,420	15,100	34,600	30,600	5,450	1,160	12,200	91
Colorado	66,618	42,320	1,375	40,945	10,967	1,266	23,427	4,079	1,207	13,600	4,190	2,340	11,200	12,400	754	211	110	16
Connecticut	3,212	3,056	693	2,362	239	110	-	1,797	218	3,780	375	144	3,640	3	401	147	3,210	15
Delaware	1,309	1,213	165	1,048	521	30	-	357	141	1,650	222	79	1,580	27	87	410	1,120	20
District of Columbia	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	(NA)	348	556	-	348	-	218	-	130	-
Florida	37,545	30,825	3,766	27,059	3,592	4,205	3,592	12,088	3,583	17,000	554	4,050	13,000	2,910	1,940	679	11,400	52
Georgia	37,702	34,664	2,375	32,289	6,307	3,040	-	21,860	1,083	5,450	899	1,000	4,440	453	935	656	3,330	13
Hawaii	4,141	3,657	157	3,500	348	31	891	1,419	811	2,150	1,100	655	1,490	906	215	20	970	2
Idaho	53,481	19,628	477	19,152	6,532	1,354	6,596	4,071	600	22,300	22,200	4,800	17,500	20,600	301	334	-	9
Illinois	36,061	34,792	2,792	32,000	25,121	2,689	-	3,447	744	14,500	1,250	968	13,500	71	1,910	639	11,700	37
Indiana	23,159	22,302	1,780	20,522	13,930	2,073	-	3,698	821	8,030	1,470	635	7,400	47	714	2,750	4,480	33
Iowa	36,016	35,387	1,688	33,699	27,031	3,866	-	1,841	961	2,770	960	671	2,090	67	415	260	1,810	20
Kansas	52,658	51,467	1,876	49,592	29,119	2,324	16,660	681	808	5,670	2,310	4,800	866	4,730	358	95	415	11
Kentucky	25,862	24,023	1,224	22,799	5,818	5,955	-	10,054	972	4,200	1,130	205	3,990	8	451	266	3,410	19
Louisiana	30,561	26,472	1,455	25,016	6,484	2,276	234	12,736	3,286	10,400	2,210	1,440	8,980	1,480	675	2,100	5,960	11
Maine	21,290	19,517	508	19,009	943	419	-	16,933	714	1,520	733	66	1,460	2	127	250	1,070	9
Maryland	6,695	6,048	936	5,111	1,795	514	-	2,415	388	6,710	321	219	6,490	34	834	371	5,429	10
Massachusetts	5,302	4,849	1,063	3,786	291	179	-	2,937	379	9,660	1,070	315	9,340	16	802	153	8,450	25
Michigan	37,457	33,051	2,921	30,130	9,484	2,735	-	15,483	2,429	11,400	1,270	600	10,800	210	1,370	1,380	8,390	77
Minnesota	54,017	47,077	2,136	44,941	22,990	3,425	157	13,952	4,417	2,830	676	685	2,150	209	604	457	1,470	42
Mississippi	30,521	28,056	1,172	26,884	7,078	3,924	-	15,443	439	2,510	885	1,580	933	886	328	236	670	2
Missouri	44,606	41,655	2,165	39,491	15,090	12,606	56	10,959	781	6,110	1,210	640	5,470	306	699	116	4,930	22
Montana	94,109	65,682	999	64,682	17,881	3,169	36,769	5,253	1,611	8,650	10,500	203	8,450	8,300	174	60	67	8
Nebraska	49,507	48,218	1,250	46,967	20,601	1,957	22,900	728	782	10,000	6,250	5,590	4,450	7,270	272	167	2,210	8
Nevada	70,759	10,250	333	9,916	889	282	7,921	356	469	3,740	3,860	908	2,830	3,350	300	35	23	1
New Hampshire	5,938	4,971	372	4,599	163	115	-	4,052	269	894	688	84	810	1	111	239	543	17
New Jersey	4,984	4,563	1,325	3,239	673	229	-	1,890	447	6,940	307	668	6,270	132	1,110	1,140	4,550	109
New Mexico	77,819	51,144	698	50,445	2,297	186	40,782	4,685	2,496	3,280	2,320	1,510	1,780	2,820	264	83	59	10
New York	31,429	29,782	2,485	27,297	5,774	3,686	-	16,650	1,187	15,200	508	1,100	14,100	38	3,050	1,080	10,900	84
North Carolina	33,708	28,622	2,487	26,135	6,548	1,992	-	16,528	1,067	8,760	1,260	435	8,320	132	764	539	7,270	22
North Dakota	45,250	42,255	1,242	41,013	28,064	1,206	9,933	428	1,382	1,160	1,690	127	1,040	154	84	13	892	2
Ohio	26,451	25,686	2,925	22,762	12,537	2,444	-	6,426	1,354	12,700	1,180	730	12,000	17	1,560	540	10,500	33
Oklahoma	44,772	42,431	1,716	40,715	11,557	7,590	14,546	6,505	517	1,270	386	568	707	445	547	113	134	10
Oregon	62,127	28,918	941	27,977	4,348	1,916	9,152	11,857	705	6,540	2,450	660	5,880	5,710	496	301	12	8
Pennsylvania	28,997	27,823	2,796	25,027	5,774	2,507	-	15,398	1,348	14,300	1,210	799	13,500	11	1,780	1,210	10,200	97
Rhode Island	776	661	161	500	22	37	-	404	37	409	152	27	381	3	122	20	261	12
South Carolina	19,912	17,785	1,422	16,363	3,371	1,177		11,073	742	6,820	2,040	214	6,610	34	421	1,130	5,190	23
South Dakota	49,354	45,467	1,064	44,403	17,819	2,354	22,152	565	1,513	675	956	249	425	460	95	49	4	4
Tennessee	26,972	24,759	1,669	23,090	5,765	5,019	-	11,601	706	8,450	1,770	444	8,010	9	697	1,610	6,060	14
Texas	170,756	163,971	7,203	156,768	31,944	17,735	95,204	9,476	2,410	25,300	1,230	7,410	17,900	8,120	3,100	2,760	11,000	29
Utah	54,336	16,440	465	15,975	2,002	563	8,507	3,194	1,711	4,320	2,540	815	3,500	3,590	453	213	28	12
Vermont	6,153	5,556	208	5,348	653	388	-	4,184	122	126	235	37	89	1	65	55	1	8
Virginia	26,091	22,812	1,663	21,150	3,309	3,315	-	13,622	904	7,250	853	341	6,910	52	691	673	5,760	20
Washington	43,608	29,947	1,564	28,383	7,758	1,421	5,574	12,634	997	7,030	1,600	1,220	5,810	4,940	1,050	559	427	49
West Virginia	15,508	14,227	532	13,695	1,053	1,892	-	10,466	284	5,440	2,810	227	5,210	4	172	1,030	4,210	5
Wisconsin	35,938	32,770	1,951	30,820	11,671	3,041	-	13,428	2,680	6,740	1,400	570	6,170	84	659	461	5,440	39
Wyoming	62,598	32,576	501	32,075	2,362	928	26,784	984	1,017	6,220	12,200	526	5,700	5,660	111	184	236	3

- Represents zero. NA Not available. [1] Source: U.S. Dept. of Agriculture, Soil Conservation Service, and Iowa State University, Statistical Laboratory; Statistical Bulletin No. 790, *Summary Report, 1987 National Resources Inventory*, December 1989. [2] Includes Federal land and water area not shown separately. [3] Includes urban and built-up areas in units of 10 acres or greater, and rural transportation. [4] Includes fresh and saline water. Source: U.S. Geological Survey, *Estimated Use of Water in the United States in 1985*, circular 1004. [5] Includes Puerto Rico, the Virgin Islands, and self-supplied withdrawals for commercial use (1.2 mil. gallons) and livestock (4.4 mil. gallons) that are not shown separately under "major uses." [6] Includes domestic withdrawals for normal household purposes. [7] Includes water used in mining. [8] Includes both proposed and final sites listed on the National Priorities List for the Superfund program as authorized by the Comprehensive Environmental Response, Compensation, and Liability Act of 1980 and the Superfund Amendments and Reauthorization Act of 1986 Source: U.S. Environmental Protection Agency, press release, July 1991. Also in the *Federal Register*.

Source: Compiled from sources listed in footnotes.

BUREAU OF THE CENSUS
Economics and Statistics Administration
U.S. Department of Commerce

December 1992

No. 4. Energy Consumption—End-Use Sector and Selected Source, by State: 1989

[In trillions of Btu, except as indicated]

REGION, DIVISION, AND STATE	Total[1]	Per capita[2] (mil. Btu)	END-USE SECTOR				SOURCE				
			Residential	Commercial	Industrial	Transportation	Petroleum	Natural gas (dry)	Coal	Hydroelectric power	Nuclear elctric power
United States	81,342	327.6	16,630	12,867	[3]29,463	22,382	34,209	19,384	18,940	2,884	5,677
Northeast	12,552	247.2	3,347	2,645	3,130	3,430	6,277	2,462	2,106	432	1,267
New England	3,068	235.2	927	660	551	929	1,911	416	185	126	355
Maine	341	279.0	84	50	97	110	226	4	7	49	74
New Hampshire	250	226.0	78	39	56	77	166	14	32	15	-
Vermont	131	231.0	38	25	25	42	74	6	-	31	39
Massachusetts	1,372	232.0	417	326	209	420	849	259	121	24	32
Rhode Island	206	206.0	65	44	36	61	106	35	1	1	-
Connecticut	768	237.0	245	176	128	219	490	98	24	6	210
Middle Atlantic	9,484	251.4	2,420	1,985	2,579	2,501	4,366	2,046	1,921	306	912
New York	3,556	198.0	1,024	977	684	872	1,777	870	363	296	245
New Jersey	2,338	302.0	529	475	521	813	1,280	469	94	3	247
Pennsylvania	3,590	298.0	867	533	1,374	816	1,309	707	1,464	13	420
Midwest	19,923	331.2	4,666	3,151	7,244	4,862	6,941	4,769	6,665	78	1,714
East North Central	14,061	332.4	3,304	2,187	5,343	3,227	4,612	3,460	4,680	24	1,283
Ohio	3,863	354.0	864	585	1,585	828	1,185	848	1,464	1	136
Indiana	2,494	446.0	448	274	1,196	576	825	469	1,308	5	-
Illinois	3,527	303.0	898	643	1,194	793	1,160	1,014	714	1	802
Michigan	2,764	298.0	731	449	900	684	944	797	801	47	229
Wisconsin	1,413	290.0	363	236	468	346	498	332	393	16	116
West North Central	5,862	328.4	1,362	964	1,901	1,635	2,329	1,309	1,985	102	431
Minnesota	1,335	307.0	327	195	469	344	509	302	323	4	117
Iowa	925	326.0	219	138	333	235	324	228	319	7	34
Missouri	1,518	294.0	395	286	352	484	637	263	550	11	89
North Dakota	319	483.0	55	37	160	68	118	32	362	20	-
South Dakota	212	297.0	57	32	58	65	111	26	33	48	-
Nebraska	526	327.0	127	112	135	152	211	119	132	12	87
Kansas	1,027	409.0	182	164	394	287	419	339	266	-	104
South	33,634	393.3	5,863	4,433	14,510	8,830	14,123	8,672	7,917	545	2,134
South Atlantic	12,435	288.4	2,899	2,196	3,519	3,822	5,258	1,536	3,813	170	1,424
Delaware	233	346.0	47	33	88	65	137	36	61	-	-
Maryland	1,262	269.0	325	164	417	357	550	196	295	18	29
Dist. of Columbia	175	290.0	35	77	33	29	42	34	1	-	-
Virginia	1,839	302.0	440	376	450	573	772	181	362	4	153
West Virginia	799	430.0	132	88	429	150	276	140	929	12	-
North Carolina	1,939	295.0	458	327	604	551	734	167	557	72	313
South Carolina	1,163	331.0	233	159	479	292	389	120	301	21	437
Georgia	2,030	315.0	438	313	603	676	803	325	677	41	268
Florida	2,995	236.0	791	659	416	1,129	1,555	337	630	2	224
East South Central	5,870	381.0	1,115	685	2,495	1,575	2,216	911	2,099	304	375
Kentucky	1,475	396.0	277	176	620	402	538	196	765	46	-
Tennessee	1,763	357.0	382	198	710	473	600	229	564	122	167
Alabama	1,643	399.0	289	205	744	405	602	252	674	136	124
Mississippi	989	377.0	167	106	421	295	476	234	96	-	84
West South Central	15,329	567.7	1,849	1,552	8,496	3,433	6,649	6,225	2,005	71	335
Arkansas	825	343.0	164	105	320	236	311	251	203	32	95
Louisiana	3,523	804.0	293	241	2,300	689	1,489	1,599	207	-	133
Oklahoma	1,291	401.0	237	179	517	358	442	612	269	25	-
Texas	9,690	570.0	1,155	1,027	5,359	2,150	4,407	3,763	1,326	14	107
West	15,201	293.5	2,749	2,642	4,550	5,261	6,872	3,482	2,253	1,829	562
Mountain	4,413	326.6	832	846	1,406	1,331	1,697	972	2,085	327	90
Montana	350	434.0	62	51	153	84	155	47	178	99	-
Idaho	372	367.0	78	71	136	87	118	47	10	93	-
Wyoming	381	803.0	35	37	224	86	135	87	421	7	-
Colorado	909	274.0	205	231	205	267	323	246	324	18	6
New Mexico	559	366.0	73	99	182	206	233	205	280	2	-
Arizona	916	258.0	200	208	185	324	354	151	357	82	84
Utah	543	318.0	100	83	217	144	203	123	345	6	-
Nevada	383	345.0	79	66	104	133	176	66	170	20	-
Pacific	10,788	281.8	1,917	1,796	3,144	3,930	5,175	2,510	168	1,502	472
Washington	1,883	396.0	376	288	670	550	758	168	97	730	66
Oregon	912	323.0	203	159	268	281	351	112	7	413	57
California	7,127	245.0	1,270	1,244	1,839	2,774	3,540	1,906	58	349	349
Alaska	567	1075.0	43	52	298	173	232	321	5	9	-
Hawaii	299	269.0	25	53	69	152	294	3	1	1	-

- Represents zero. [1] Sources of energy includes geothermal, wood and waste, and net interstate sales of electricity, including losses, not shown separately. [2] Based on estimated resident population as of July 1. [3] Includes 8.6 trillion Btu of net imports of coal coke not allocated by State.

Source: U.S. Energy Information Administration, *State Energy Data Report, 1960-1989.*

No. 5. Population and Area: 1790 to 1990

[Area figures represent area on indicated date including in some cases considerable areas not then organized or settled, and not covered by the census. Total area figures for 1790 to 1970 have been recalculated on the basis of the remeasurement of States and counties for the 1980 census. The land and water area figures for past censuses have not been adjusted and are not strictly comparable with the total area data for comparable dates because the land areas were derived from different base data, and these values are known to have changed with the construction of reservoirs, draining of lakes, etc. Density figures are based on land area measurements as reported in earlier censuses]

CENSUS DATE	RESIDENT POPULATION				AREA (square miles)		
	Number	Per square mile of land area	Increase over preceding census		Gross	Land	Water
			Number	Percent			
CONTERMINOUS U.S.[1]							
1790 (Aug. 2)	3,929,214	4.5	(X)	(X)	891,364	864,746	24,065
1800 (Aug. 4)	5,308,483	6.1	1,379,269	35.1	891,364	864,746	24,065
1810 (Aug. 6)	7,239,881	4.3	1,931,398	36.4	1,722,685	1,681,828	34,175
1820 (Aug. 7)	9,638,453	5.5	2,398,572	33.1	1,792,552	1,749,462	38,544
1830 (June 1)	12,866,020	7.4	3,227,567	33.5	1,792,552	1,749,462	38,544
1840 (June 1)	17,069,453	9.8	4,203,433	32.7	1,792,552	1,749,462	38,544
1850 (June 1)	23,191,876	7.9	6,122,423	35.9	2,991,655	2,940,042	52,705
1860 (June 1)	31,443,321	10.6	8,251,445	35.6	3,021,295	2,969,640	52,747
1870 (June 1)	[2]39,818,449	[2]13.4	8,375,128	26.6	3,021,295	2,969,640	52,747
1880 (June 1)	50,155,783	16.9	10,337,334	26.0	3,021,295	2,969,640	52,747
1890 (June 1)	62,947,714	21.2	12,791,931	25.5	3,021,295	2,969,640	52,747
1900 (June 1)	75,994,575	25.6	13,046,861	20.7	3,021,295	2,969,834	52,553
1910 (Apr. 15)	91,972,266	31.0	15,977,691	21.0	3,021,295	2,969,565	52,822
1920 (Jan. 1)	105,710,620	35.6	13,738,354	14.9	3,021,295	2,969,451	52,936
1930 (Apr. 1)	122,775,046	41.2	17,064,426	16.1	3,021,295	2,977,128	45,259
1940 (Apr. 1)	131,669,275	44.2	8,894,229	7.2	3,021,295	2,977,128	45,259
1950 (Apr. 1)	150,697,361	50.7	19,028,086	14.5	3,021,295	2,974,726	47,661
1960 (Apr. 1)	178,464,236	60.1	27,766,875	18.4	3,021,295	2,968,054	54,207
UNITED STATES							
1950 (Apr. 1)	151,325,798	42.6	19,161,229	14.5	3,618,770	3,552,206	63,005
1960 (Apr. 1)	179,323,175	50.6	27,997,377	18.5	3,618,770	3,540,911	74,212
1970 (Apr. 1)	[3]203,302,031	[3]57.4	23,978,856	13.4	3,618,770	[3]3,540,023	[3]78,444
1980 (Apr. 1)	226,545,805	64.0	23,243,774	11.4	3,618,770	3,539,289	79,481
1990 (Apr. 1)	248,709,873	70.3	22,164,068	9.8	3,787,425	3,536,342	[4]251,083

X Not applicable. [1] Excludes Alaska and Hawaii. [2] Revised to include adjustments for underenumeration in southern States; unrevised number is 38,558,371 (13.0 per square mile). [3] Figures corrected after 1970 final reports were issued. [4] Comprises inland, coastal, Great Lakes, and territorial water. Data for prior years cover inland water only.

Source: U.S. Bureau of the Census, *U.S. Census of Population: 1920* to *1990*, vol. I; and other reports and unpublished data. See also *Areas of the United States, 1940*, and *Area Measurement Reports, 1960*, series GE-20, No. 1.

No. 6. Immigration: 1820 to 1990

[**In thousands, except rate. For fiscal years ending in year shown, except as noted.** For 1820-1867, alien passengers arriving, 1868-1891 and 1895-1897, immigrants arriving; 1892-1894 and 1898 to the present, immigrants admitted. Rates based on Bureau of the Census estimates as of July 1 for resident population through 1929, and for total population thereafter (excluding Alaska and Hawaii prior to 1959). Population estimates for 1980 through 1989 reflect revisions based on the 1990 Census of Population. See also *Historical Statistics, Colonial Times to 1970*, series C 89]

PERIOD	Number	Rate [1]	PERIOD OR YEAR	Number	Rate [1]	YEAR	Number	Rate [1]
1820 to 1990	56,994	3.4	1911 to 1920	5,736	5.7	1981	597	2.6
1820 to 1830 [2]	152	1.2	1921 to 1930	4,107	3.5	1982	594	2.6
1831 to 1840 [3]	599	3.9	1931 to 1940	528	0.4	1983	560	2.4
1841 to 1850 [4]	1,713	8.4	1941 to 1950	1,035	0.7	1984	544	2.3
1851 to 1860 [4]	2,598	9.3	1951 to 1960	2,515	1.5	1985	570	2.4
1861 to 1870 [5]	2,315	6.4	1961 to 1970	3,322	1.7	1986	602	2.5
1871 to 1880	2,812	6.2	1971 to 1980	4,493	2.1	1987	602	2.5
1881 to 1890	5,247	9.2	1981 to 1990	7,338	3.1	1988	643	2.6
1891 to 1900	3,688	5.3	1970	373	1.8	1989 [6]	1,091	4.4
1901 to 1910	8,795	10.4	1980	531	2.3	1990 [6]	1,536	6.1

[1] Annual rate per 1,000 U.S. population. Rate computed by dividing sum of annual immigration totals by sum of annual U.S. population totals for same number of years. [2] Oct. 1, 1819 to Sept. 30, 1830. [3] Oct. 1, 1830 to Dec. 31, 1840. [4] Calendar years. [5] Jan. 1, 1861 to June 30, 1870. [6] Includes persons who were granted permanent residence under the legalization program of the Immigration Reform and Control Act of 1986.

Source: U.S. Immigration and Naturalization Service *Statistical Yearbook*, annual.

No. 7. Selected Per Capita Income and Product Items: 1959 to 1991

[Based on Bureau of the Census estimated population including Armed Forces abroad; based on quarterly averages. Prior to 1960, excludes Alaska and Hawaii]

YEAR	CURRENT DOLLARS					CONSTANT (1987) DOLLARS			
	Gross domestic product	Gross national product	Personal income	Disposable personal income	Personal consumption expenditures	Gross domestic product	Gross national product	Disposable personal income	Personal consumption expenditures
1959	2,791	2,807	2,209	1,958	1,796	10,907	10,968	7,256	6,658
1960	2,840	2,858	2,264	1,994	1,839	10,916	10,982	7,264	6,698
1961	2,894	2,914	2,321	2,048	1,869	11,024	11,097	7,382	6,740
1962	3,063	3,086	2,430	2,137	1,953	11,414	11,496	7,583	6,931
1963	3,186	3,210	2,516	2,210	2,030	11,717	11,803	7,718	7,089
1964	3,376	3,403	2,661	2,369	2,149	12,209	12,301	8,140	7,384
1965	3,616	3,643	2,845	2,527	2,287	12,727	12,822	8,508	7,703
1966	3,915	3,942	3,061	2,699	2,450	13,338	13,425	8,822	8,005
1967	4,097	4,125	3,253	2,861	2,562	13,536	13,624	9,114	8,163
1968	4,430	4,461	3,536	3,077	2,785	13,953	14,047	9,399	8,506
1969	4,733	4,763	3,816	3,274	2,978	14,191	14,280	9,606	8,737
1970	4,928	4,959	4,052	3,521	3,152	14,022	14,109	9,875	8,842
1971	5,283	5,320	4,302	3,779	3,372	14,249	14,345	10,111	9,022
1972	5,750	5,791	4,671	4,042	3,658	14,801	14,904	10,414	9,425
1973	6,368	6,428	5,184	4,521	4,002	15,422	15,564	11,013	9,752
1974	6,819	6,893	5,637	4,893	4,337	15,185	15,346	10,832	9,602
1975	7,343	7,404	6,053	5,329	4,745	14,917	15,037	10,906	9,711
1976	8,109	8,187	6,632	5,796	5,241	15,502	15,646	11,192	10,121
1977	8,961	9,055	7,269	6,316	5,772	16,039	16,201	11,406	10,425
1978	10,029	10,127	8,121	7,042	6,384	16,635	16,795	11,851	10,744
1979	11,055	11,198	9,032	7,787	7,035	16,867	17,082	12,039	10,876
1980	11,892	12,042	9,948	8,576	7,677	16,584	16,790	12,005	10,746
1981	13,177	13,321	11,021	9,455	8,375	16,710	16,890	12,156	10,770
1982	13,564	13,694	11,589	9,989	8,868	16,194	16,348	12,146	10,782
1983	14,531	14,657	12,216	10,642	9,634	16,672	16,813	12,349	11,179
1984	15,978	16,081	13,345	11,673	10,408	17,549	17,659	13,029	11,617
1985	16,933	16,995	14,170	12,339	11,184	17,944	18,007	13,258	12,015
1986	17,735	17,773	14,917	13,010	11,843	18,299	18,337	13,552	12,336
1987	18,694	18,712	15,655	13,545	12,568	18,694	18,713	13,545	12,568
1988	19,994	20,026	16,630	14,477	13,448	19,252	19,284	13,890	12,903
1989	21,196	21,213	17,705	15,313	14,219	19,550	19,566	14,030	13,027
1990	22,056	22,099	18,720	16,236	14,971	19,540	19,579	14,154	13,051
1991	22,450	22,502	19,133	16,695	15,392	19,190	19,235	13,990	12,898

Source: U.S. Bureau of the Census, *Survey of Current Business*, April 1992; and unpublished data.

No. 8. Mean Money Earnings of Persons, by Educational Attainment, Sex, and Age: 1990

[In dollars. For year-round full-time workers 25 years old and over. As of March 1991]

AGE AND SEX	Total	Elementary, 8 years or less	HIGH SCHOOL			COLLEGE			
			Total	1-3 years	4 years	Total	1-3 years	4 years	5 or more years
Male, total	**34,886**	**19,188**	**27,131**	**22,564**	**28,043**	**43,217**	**34,188**	**44,554**	**55,831**
25 to 34 years old	27,743	15,887	23,355	19,453	24,038	33,003	28,298	35,534	39,833
35 to 44 years old	37,958	18,379	28,205	23,621	28,927	45,819	36,180	47,401	58,542
45 to 54 years old	40,231	19,686	31,235	24,133	32,862	50,545	39,953	50,718	62,902
55 to 64 years old	37,469	22,379	29,460	25,280	30,779	50,585	36,954	55,518	61,647
65 years old and over	33,145	17,028	24,003	19,530	25,516	44,424	34,323	43,092	52,149
Female, total	**22,768**	**13,322**	**18,469**	**15,381**	**18,954**	**27,493**	**22,654**	**28,911**	**35,827**
25 to 34 years old	21,337	11,832	16,673	13,385	17,076	25,194	20,872	27,210	32,563
35 to 44 years old	24,453	13,714	19,344	15,695	19,886	29,287	23,307	31,631	37,500
45 to 54 years old	23,429	13,490	19,500	16,651	19,986	29,334	24,608	29,242	38,307
55 to 64 years old	21,388	13,941	18,607	15,202	19,382	26,930	23,364	27,975	33,383
65 years old and over	19,194	(B)	18,281	(B)	18,285	23,277	(B)	(B)	(B)

B Base figure too small to meet statistical standards for reliability of derived figure.

Source: U.S. Bureau of the Census, *Current Population Reports*, series P-60, No. 174.

No. 9. Gross National Product, by Industry, in Current and Constant (1982) Dollars: 1980 to 1989

[In billions of dollars. Based on the *1972 Standard Industrial Classification Manual*. Data include non-factor charges (capital consumption allowances and indirect business taxes, etc.) as well as factor charges against gross product corporate profits and capital consumption allowances have been shifted from a company to an establishment basis. These data are not fully consistent with other gross domestic product tables because they do not yet reflect the results of the comprehensive National Income and Product Accounts revision]

INDUSTRY	CURRENT DOLLARS				CONSTANT (1982) DOLLARS			
	1980	1985	1988	1989	1980	1985	1988	1989
Gross national product	2,732	4,015	4,874	5,201	3,187	3,619	4,017	4,118
Domestic industries (gross domestic product)	2,684	3,974	4,840	5,163	3,132	3,582	3,989	4,088
Private industries	2,357	3,502	4,296	4,561	2,743	3,200	3,620	3,711
Agriculture, forestry, and fisheries	77	92	104	113	76	96	97	109
Mining	107	114	80	80	144	139	130	127
Construction	138	187	237	248	153	166	178	179
Manufacturing	581	790	941	966	674	779	917	929
Durable goods [1]	352	459	527	541	408	472	571	584
Lumber and wood products	19	22	31	32	21	20	26	26
Furniture and fixtures	9	14	15	16	10	12	12	12
Stone, clay, and glass products	19	25	26	26	21	22	23	24
Primary metal industries	44	35	43	44	48	33	38	37
Fabricated metal products	46	58	65	68	54	56	66	66
Machinery, except electrical	77	83	96	97	86	124	164	175
Electric and electronic equipment	55	82	90	97	63	74	88	91
Motor vehicles and equipment	27	54	53	50	35	50	50	47
Instruments and related products	19	26	30	31	22	24	28	27
Nondurable goods	229	331	414	425	265	308	347	345
Food and kindred products	52	70	81	81	60	65	68	70
Tobacco manufactures	7	12	14	16	10	6	4	3
Textile mill products	15	17	20	21	16	16	17	17
Apparel and other textile products	17	21	24	25	21	20	22	22
Paper and allied products	23	33	46	47	26	30	35	33
Printing and publishing	32	53	66	68	37	43	47	45
Chemicals and allied products	45	64	96	99	50	59	78	76
Petroleum and coal products	17	32	35	34	23	39	44	45
Rubber and misc. plastic products	17	26	30	31	19	27	30	31
Leather and leather products	4	3	3	3	4	3	3	3
Transportation and public utilities	241	374	444	461	294	331	395	402
Transportation	106	138	165	172	117	132	154	156
Railroad transportation	21	22	22	21	23	23	27	28
Local and interurban passenger transit	5	7	9	10	6	7	6	6
Trucking and warehousing	44	59	70	73	50	61	67	69
Water transportation	7	8	8	8	8	4	4	4
Transportation by air	18	27	38	40	17	23	32	32
Pipelines, except natural gas	5	5	4	4	5	5	5	6
Transportation services	6	10	14	15	7	10	12	12
Communications	67	110	129	134	80	90	108	109
Telephone and telegraph	60	98	114	117	71	82	98	99
Radio and television broadcasting	6	11	15	16	8	8	10	11
Electric, gas, and sanitary services	68	127	150	156	97	109	134	137
Wholesale trade	194	281	317	339	200	267	291	305
Retail trade	245	377	460	486	282	354	399	412
Finance, insurance, and real estate	401	640	827	897	469	528	590	604
Banking	51	79	100	119	57	62	62	63
Credit agencies other than banks	6	12	16	20	5	7	8	8
Security and commodity brokers	10	24	42	44	11	19	36	38
Insurance carriers	37	41	62	60	39	39	37	37
Insurance agents and brokers	14	22	35	37	16	18	21	22
Real estate	282	449	562	607	335	374	413	424
Holding and other investment companies	1	12	10	8	6	9	11	11
Services [1]	374	648	885	971	451	539	623	652
Hotels and other lodging places	19	30	41	44	22	26	31	32
Personal services	19	30	39	43	22	25	29	30
Business services	69	146	202	223	84	121	148	159
Auto repair, services, and garages	21	33	41	44	25	29	28	29
Motion pictures	5	9	14	15	6	7	9	10
Amusement and recreation services	12	20	27	30	13	18	22	23
Health services	108	185	250	273	134	149	161	164
Legal services	23	46	69	75	31	34	41	42
Educational services	16	26	32	36	19	22	23	24
Social services and membership organizations	26	38	51	56	30	33	39	41
Private households	7	9	10	10	7	9	9	10
Government and government enterprises	322	477	573	619	383	401	423	431
Federal	115	171	192	208	138	146	152	152
State and local	207	306	380	411	245	254	272	278
Statistical discrepancy	*5*	*−5*	*−28*	*−17*	*6*	*−4*	*−24*	*−14*
Rest of the world	48	41	33	38	56	37	28	30

[1] Includes items not shown separately.

Source: U.S. Bureau of Economic Analysis, *Survey of Current Business*, April, 1991.

No. 10. Nonfarm Establishments, Employees, Hours, and Earnings, by Industry: 1960 to 1991

[Based on data from establishment reports. Includes all full- and part-time employees who worked during, or received pay for, any part of the pay period reported. Excludes proprietors, the self-employed, farm workers, unpaid family workers, private household workers, and Armed Forces. Establishment data shown here conform to industry definitions in the 1987 Standard Industrial Classification Manual and are adjusted to March 1990 employment benchmarks; consequently, may not be comparable with previously published data. Based on the Current Employment Statistics Program. See also *Historical Statistics, Colonial Times to 1970*, series D 127-141 and D 803, 878, 881, 884, and 8[illegible]

ITEM AND YEAR	Total	GOODS-PRODUCING				SERVICE-PRODUCING						
		Total	Mining	Construction	Manufacturing	Total	Transportation and public utilities	Wholesale trade	Retail trade	Finance, insurance, and real estate	Services	Government
EMPLOYEES (1,000)												
1960	54,189	20,434	712	2,926	16,796	33,755	4,004	3,153	8,238	2,628	7,378	8,353
1965	60,765	21,926	632	3,232	18,062	38,839	4,036	3,477	9,239	2,977	9,036	10,074
1970	70,880	23,578	623	3,588	19,367	47,302	4,515	4,006	11,034	3,645	11,548	12,554
1975	76,945	22,600	752	3,525	18,323	54,345	4,542	4,430	12,630	4,165	13,892	14,686
1980	90,406	25,658	1,027	4,346	20,285	64,748	5,146	5,292	15,018	5,160	17,890	16,241
1985	97,519	24,859	927	4,673	19,260	72,660	5,238	5,736	17,336	5,955	21,999	16,394
1986	99,525	24,558	777	4,816	18,965	74,967	5,255	5,774	17,909	6,283	23,053	16,693
1987	102,200	24,708	717	4,967	19,024	77,492	5,372	5,865	18,462	6,547	24,235	17,010
1988	105,536	25,173	713	5,110	19,350	80,363	5,527	6,055	19,077	6,649	25,669	17,386
1989	108,329	25,322	693	5,187	19,442	83,007	5,644	6,221	19,549	6,695	27,120	17,779
1990	109,971	24,958	711	5,136	19,111	85,014	5,826	6,205	19,683	6,739	28,240	18,322
1991	108,981	23,819	697	4,696	18,426	85,163	5,824	6,072	19,346	6,708	28,779	18,433
PERCENT DISTRIBUTION												
1960	100.0	37.7	1.3	5.4	31.0	62.3	7.4	5.8	15.2	4.8	13.6	15.4
1965	100.0	36.1	1.0	5.3	29.7	63.9	6.6	5.7	15.2	4.9	14.9	16.6
1970	100.0	33.3	0.9	5.1	27.3	66.7	6.4	5.7	15.6	5.1	16.3	17.7
1975	100.0	29.4	1.0	4.6	23.8	70.6	5.9	5.8	16.4	5.4	18.1	19.1
1980	100.0	28.4	1.1	4.8	22.4	71.6	5.7	5.9	16.6	5.7	19.8	18.0
1985	100.0	25.5	1.0	4.8	19.7	74.5	5.4	5.9	17.8	6.1	22.6	16.8
1986	100.0	24.7	0.8	4.8	19.1	75.3	5.3	5.8	18.0	6.3	23.2	16.8
1987	100.0	24.2	0.7	4.9	18.6	75.8	5.3	5.7	18.1	6.4	23.7	16.6
1988	100.0	23.9	0.7	4.8	18.3	76.1	5.2	5.7	18.1	6.3	24.3	16.5
1989	100.0	23.4	0.6	4.8	17.9	76.6	5.2	5.7	18.0	6.2	25.0	16.4
1990	100.0	22.7	0.6	4.7	17.4	77.3	5.3	5.6	17.9	6.1	25.7	16.7
1991	100.0	21.9	0.6	4.3	16.9	78.1	5.3	5.6	17.8	6.2	26.4	16.9
WEEKLY HOURS [1]												
1960	38.6	(NA)	40.4	36.7	39.7	(NA)	(NA)	40.5	38.0	37.2	(NA)	(NA)
1965	38.8	(NA)	42.3	37.4	41.2	(NA)	41.3	40.8	36.6	37.2	35.9	(NA)
1970	37.1	(NA)	42.7	37.3	39.8	(NA)	40.5	39.9	33.8	36.7	34.4	(NA)
1975	36.1	(NA)	41.9	36.4	39.5	(NA)	39.7	38.6	32.4	36.5	33.5	(NA)
1980	35.3	(NA)	43.3	37.0	39.7	(NA)	39.6	38.4	30.2	36.2	32.6	(NA)
1985	34.9	(NA)	43.4	37.7	40.5	(NA)	39.5	38.4	29.4	36.4	32.5	(NA)
1986	34.8	(NA)	42.2	37.4	40.7	(NA)	39.2	38.3	29.2	36.4	32.5	(NA)
1987	34.8	(NA)	42.4	37.8	41.0	(NA)	39.2	38.1	29.2	36.3	32.5	(NA)
1988	34.7	(NA)	42.3	37.9	41.1	(NA)	38.8	38.1	29.1	35.9	32.6	(NA)
1989	34.6	(NA)	43.0	37.9	41.0	(NA)	38.9	38.0	28.9	35.8	32.6	(NA)
1990	34.5	(NA)	44.1	38.2	40.8	(NA)	38.9	38.1	28.8	35.8	32.6	(NA)
1991	34.3	(NA)	44.4	38.1	40.7	(NA)	38.6	38.1	28.6	35.8	32.5	(NA)
HOURLY EARNINGS [1]												
1960	$2.09	(NA)	$2.60	$3.07	$2.26	(NA)	(NA)	$2.24	$1.52	$2.02	(NA)	(NA)
1965	2.46	(NA)	2.92	3.70	2.61	(NA)	$3.03	2.60	1.82	2.39	$2.05	(NA)
1970	3.23	(NA)	3.85	5.24	3.35	(NA)	3.85	3.43	2.44	3.07	2.81	(NA)
1975	4.53	(NA)	5.95	7.31	4.83	(NA)	5.88	4.72	3.36	4.06	4.02	(NA)
1980	6.66	(NA)	9.17	9.94	7.27	(NA)	8.87	6.95	4.88	5.79	5.85	(NA)
1985	8.57	(NA)	11.98	12.32	9.54	(NA)	11.40	9.15	5.94	7.94	7.90	(NA)
1986	8.76	(NA)	12.46	12.48	9.73	(NA)	11.70	9.34	6.03	8.36	8.18	(NA)
1987	8.98	(NA)	12.54	12.71	9.91	(NA)	12.03	9.59	6.12	8.73	8.49	(NA)
1988	9.28	(NA)	12.80	13.08	10.19	(NA)	12.26	9.98	6.31	9.06	8.88	(NA)
1989	9.66	(NA)	13.26	13.54	10.48	(NA)	12.60	10.39	6.53	9.53	9.38	(NA)
1990	10.02	(NA)	13.69	13.78	10.83	(NA)	12.96	10.79	6.76	9.97	9.83	(NA)
1991	10.34	(NA)	14.21	14.01	11.18	(NA)	13.23	11.16	7.00	10.42	10.24	(NA)
WEEKLY EARNINGS [1]												
1960	$81	(NA)	$105	$113	$90	(NA)	(NA)	$91	$58	$75	(NA)	(NA)
1965	95	(NA)	124	138	108	(NA)	$125	106	67	89	$74	(NA)
1970	120	(NA)	164	195	133	(NA)	156	137	82	113	97	(NA)
1975	164	(NA)	249	266	191	(NA)	233	182	109	148	135	(NA)
1980	235	(NA)	397	368	289	(NA)	351	267	147	210	191	(NA)
1985	299	(NA)	520	464	386	(NA)	450	351	175	289	256	(NA)
1986	305	(NA)	526	467	396	(NA)	459	358	176	304	266	(NA)
1987	313	(NA)	532	480	406	(NA)	472	365	179	316	276	(NA)
1988	322	(NA)	541	496	419	(NA)	476	380	184	325	289	(NA)
1989	334	(NA)	570	513	430	(NA)	490	395	189	341	306	(NA)
1990	346	(NA)	604	526	442	(NA)	504	411	195	357	320	(NA)
1991	355	(NA)	631	534	455	(NA)	511	425	200	373	333	(NA)

NA Not available. [1] Average hours and earnings. Private production and related workers in mining, manufacturing, and construction; nonsupervisory employees in other industries.

Source: U.S. Bureau of Labor Statistics, *Employment and Earnings*, monthly, March issues.

No. 11. Farm Income—Farm Marketings, 1989 and 1990, Government Payments, 1990, and Principal Commodities, 1990, by State

[In millions of dollars. Cattle include calves; sheep include lambs; and greenhouse includes nursery]

DIVISION[1] AND STATE	1989			1990				
	Farm marketings			Farm marketings			Government payments	State rank for total farm marketings and four principal commodities in order of marketing receipts
	Total	Crops	Livestock and products	Total	Crops	Livestock and products		
U.S.	160,893	76,761	84,131	169,987	80,364	89,623	9,298	Cattle, dairy products, corn, hogs
N.E	1,951	978	973	1,976	971	1,005	20	(X)
ME	444	228	216	460	240	220	7	42-Potatoes, dairy products, eggs, blueberries
NH	139	73	65	134	71	63	2	48-Dairy products, greenhouse, apples, cattle
VT	429	50	379	447	49	398	6	43-Dairy products, cattle, hay, greenhouse
MA	434	321	113	418	303	116	3	45-Greenhouse, dairy products, cranberries, eggs
RI	78	65	13	71	58	13	(Z)	49-Greenhouse, dairy products, eggs, potatoes
CT	426	240	186	446	250	196	2	44-Greenhouse, eggs, dairy products, tobacco
M.A	7,118	2,373	4,745	7,421	2,528	4,893	116	(X)
NY	2,854	917	1,937	3,006	1,023	1,983	59	23-Dairy products, greenhouse, cattle, apples
NJ	662	464	197	647	452	196	16	39-Greenhouse, dairy products, eggs, soybeans
PA	3,602	992	2,611	3,767	1,053	2,714	41	18-Dairy products, cattle, greenhouse, mushrooms
E.N.C	23,389	11,933	11,437	25,930	13,577	12,353	1,298	(X)
OH	3,787	2,088	1,698	4,172	2,335	1,836	197	14-Corn, soybeans, dairy products, hogs
IN	4,231	2,456	1,826	4,931	2,871	2,060	244	10-Corn, soybeans, hogs, cattle
IL	6,979	4,727	2,251	7,938	5,461	2,477	507	5-Corn, soybeans, hogs, cattle
MI	2,923	1,611	1,311	3,183	1,785	1,398	169	21-Dairy products, corn, cattle, greenhouse
WI	5,400	1,050	4,350	5,706	1,125	4,581	181	9-Dairy products, cattle, corn, hogs
W.N.C	39,890	15,972	23,918	42,995	17,025	25,970	3,902	(X)
MN	6,513	2,820	3,693	7,011	3,253	3,758	512	6-Dairy products, corn, soybeans, hogs
IA	9,049	3,755	5,293	10,319	4,437	5,882	754	3-Hogs, corn, cattle, soybeans
MO	3,920	1,751	2,169	3,939	1,668	2,271	299	15-Cattle, soybeans, hogs, dairy products
ND	2,152	1,483	669	2,537	1,724	813	545	26-Wheat, cattle, barley, sunflower
SD	2,982	951	2,031	3,349	1,036	2,313	333	20-Cattle, hogs, wheat, soybeans
NE	8,726	3,080	5,646	8,845	2,808	6,037	625	4-Cattle, corn, hogs, soybeans
KS	6,548	2,132	4,416	6,995	2,099	4,896	835	7-Cattle, wheat, corn, hogs
S.A	20,329	10,811	9,518	20,039	10,346	9,693	363	(X)
DE	662	159	503	644	184	460	3	40-Broilers, soybeans, corn, greenhouse
MD	1,336	477	859	1,345	517	828	17	35-Broilers, dairy products, greenhouse, soybeans
VA	2,039	694	1,345	2,120	741	1,379	32	29-Cattle, dairy products, broilers, tobacco
WV	310	60	250	338	70	269	6	46-Cattle, broilers, dairy productss, turkeys
NC	4,593	2,082	2,510	4,867	2,214	2,653	73	11-Tobacco, broilers, hogs, turkeys
SC	1,235	680	554	1,176	599	577	63	36-Tobacco, cattle, broilers, soybeans
GA	3,908	1,626	2,281	3,842	1,574	2,268	131	16-Broilers, peanuts, eggs, cattle
FL	6,246	5,031	1,215	5,708	4,448	1,260	37	8-Oranges, greenhouse, sugar, dairy products
E.S.C	9,817	3,807	6,010	10,307	4,094	6,213	441	(X)
KY	2,924	1,266	1,658	3,098	1,400	1,698	82	22-Tobacco, cattle, horses, dairy products
TN	1,946	863	1,082	2,039	928	1,111	91	30-Cattle, dairy products, soybeans, tobacco
AL	2,671	696	1,975	2,737	655	2,083	82	25-Broilers, cattle, greenhouse, eggs
MS	2,276	981	1,295	2,433	1,111	1,322	186	27-Cotton, broilers, cattle, soybeans
W.S.C	20,303	7,790	12,513	21,715	8,297	13,419	1,761	(X)
AR	4,157	1,496	2,661	4,259	1,553	2,706	313	12-Broilers, cattle, soybeans, rice
LA	1,708	1,094	614	1,921	1,284	637	155	31-Cotton, soybeans, cattle, rice
OK	3,515	1,137	2,377	3,554	1,191	2,363	319	19-Cattle, wheat, greenhouse, broilers
TX	10,923	4,063	6,861	11,981	4,268	7,712	975	2-Cattle, cotton, dairy products, greenhouse
Mt	13,479	5,726	7,754	14,003	5,687	8,316	848	(X)
MT	1,554	625	929	1,606	742	864	300	33-Cattle, wheat, barley, hay
ID	2,745	1,662	1,084	2,935	1,781	1,154	133	24-Cattle, potatoes, dairy products, wheat
WY	827	163	664	767	157	610	31	37-Cattle, sugar beets, hay, sheep
CO	3,969	1,321	2,649	4,213	1,184	3,029	237	13-Cattle, corn, wheat, dairy products
NM	1,459	485	974	1,529	483	1,046	64	34-Cattle, dairy products, hay, chili peppers
AZ	1,926	1,182	744	1,865	1,046	819	43	32-Cattle, cotton, dairy products, hay
UT	755	188	567	755	179	576	35	38-Cattle, dairy products, hay, turkeys
NV	244	102	142	333	115	218	5	47-Cattle, hay, dairy products, potatoes
Pac	24,638	17,373	7,264	25,601	17,839	7,762	549	(X)
WA	3,689	2,457	1,233	3,816	2,420	1,396	205	17-Dairy products, cattle, apples, wheat
OR	2,285	1,546	738	2,312	1,557	755	89	28-Cattle, greenhouse, dairy products, wheat
CA	18,050	12,857	5,193	18,859	13,344	5,515	252	1-Dairy products, greenhouse, cattle, grapes
AK	29	20	9	27	19	8	1	50-Greenhouse, dairy products, potatoes, hay
HI	585	493	92	588	499	88	1	41-Sugar, pineapples, greenhouse, nuts

X Not applicable. Z Less than $500 thousand. [1]See table 4 for the specific name of each census division.

Source: U.S. Dept. of Agriculture, Economic Research Service, *Economic Indicators of the Farm Sector: State Financial Summary, 1990.*

Guide to Statistical Compendia Products From the Census Bureau

The products listed in this section are statistical compendia. They provide a cross section of the data available from the Census Bureau as well as a sample of statistical information from other data organizations in the United States.

Where appropriate, the product entries provide an annotated description, publication frequency (annually, every 5 years), price, stock number (S/N), and order source. These order sources include: **CSB** (Customer Services Branch, Bureau of the Census), **GPO** (Superintendent of Documents, Government Printing Office), and **NTIS** (National Technical Information Service). **Reproducible** order forms are on the back pages. Addresses and telephone numbers for **CSB**, **GPO**, and **NTIS** also are included.

Statistical Compendia Printed Reports

Statistical Abstract of the United States: 1992. *Annual since 1878. Paper, S/N 003-024-08159-8, $29; cloth-bound S/N 003-024-08160-1, $34; GPO. For expedited delivery service contact NTIS; phone 800-336-4700, (In Virginia call 703-487-4650.), paper, S/N PB92-169069 BDB, $29 plus handling; clothbound, S/N PB92-169051 BDB, $34 plus handling.* This is the most comprehensive single-volume document produced by the Census Bureau. Summary data on over 30 topics—covering the demographic, social, economic, and political organization of the United States—make this an excellent reference. This edition features over 1,400 tables and charts, a special section with 1990 census sample data for the Nation and States, and a guide to sources that lists over 1,000 publications for further reference.

Statistical Abstract Poster. *Annual. Single copy FREE; CSB.* The multi-color poster gives a sample of what can be found in the *Statistical Abstract.* Graphic profiles are presented on population, economic, and social topics.

USA Statistics in Brief: 1992. *Annual. Single copy FREE; CSB.* This folded, pocket-sized product is a sampler from the *1992 Statistical Abstract.* It provides some time-series data. The information presented is primarily for the Nation but selected data appear for all States and the largest metropolitan areas in the country.

State and Metropolitan Area Data Book: 1991. *S/N 003-024-07259-9, $26; GPO. Also, available from NTIS S/N PB91-212- 639BDB, $26 plus handling.* This compendium contains information on a wide array of topics. Data on birth rates, property taxes, motor vehicle accidents, population, housing, employment, and other subjects are but a sample of the information available. Information is grouped by State (over 1,600 data items for each State) and metropolitan area (224 subjects for each metropolitan area and 13 data items for each component county). There also are 13 data items for the central cities of metropolitan areas. (**NOTE:** A 1993 update is forthcoming in late 1993.)

County and City Data Book: 1993. *Every 5 years. Forthcoming in mid-1993; GPO. Contact CSB for stock number and price. The County and City Data Book* (over 1,000 pages) provides a complete demographic, economic, and social profile for the Nation, States, counties (approximately 3,200), and nearly 1,000 cities. The volume includes scores of data items (such as population and population density, climate, bank deposits, crime, race, education, labor force, age, agriculture). Rankings are provided for cities and counties on selected characteristics. If you want your students to have easy access to a Nation's worth of data and investigate where they live, this is your single best value in a Census Bureau printed product.

Historical Statistics of the United States, Colonial Times to 1970. *S/N 0-527-917-56-7; $58.50; Kraus International Publications, 358 Saw Mill River Road, Millwood, NY 10546-1035; 800-223-8323 or 914-762-2200.* This reference also is available from *Bernan Associates, 4611-F Assembly Drive, Lanham, MD 20706-4391; 800-274-4447 or 301-459-7666; S/N 5255; $56 plus $2.75 for shipping and handling.* The two-volume set contains more than 12,500 statistical time series on subjects such as population, immigration, agriculture, labor force, manufactures, and energy. One chapter is devoted to data covering the colonial and pre-Federal period, 1610 to 1780.

Statistical Compendia Electronic Products

1992 Statistical Abstract (CD-ROM). *Annual. Forthcoming in mid-1993, CSB.* Beginning with the 1992 edition of the *Statistical Abstract*, this annual product will be available also on compact disc. The electronic version is a reference product rather than a data base product. Subject query and table retrieval are menu-easy with self-contained software.

State and Metropolitan Area Data Book: 1991 (Floppy diskettes). *Sampler diskette FREE; three high-density diskettes $78; CSB.* The data book also is available on three 5.25- or 3.5-inch diskettes formatted for IBM-compatible computers. Data files are recorded in ASCII format with comma-delimited fields. The diskettes also contain a user-friendly utility program for displaying and extracting data. A program for the automatic conversion of ASCII files to dBase III+/IV™ format is included.

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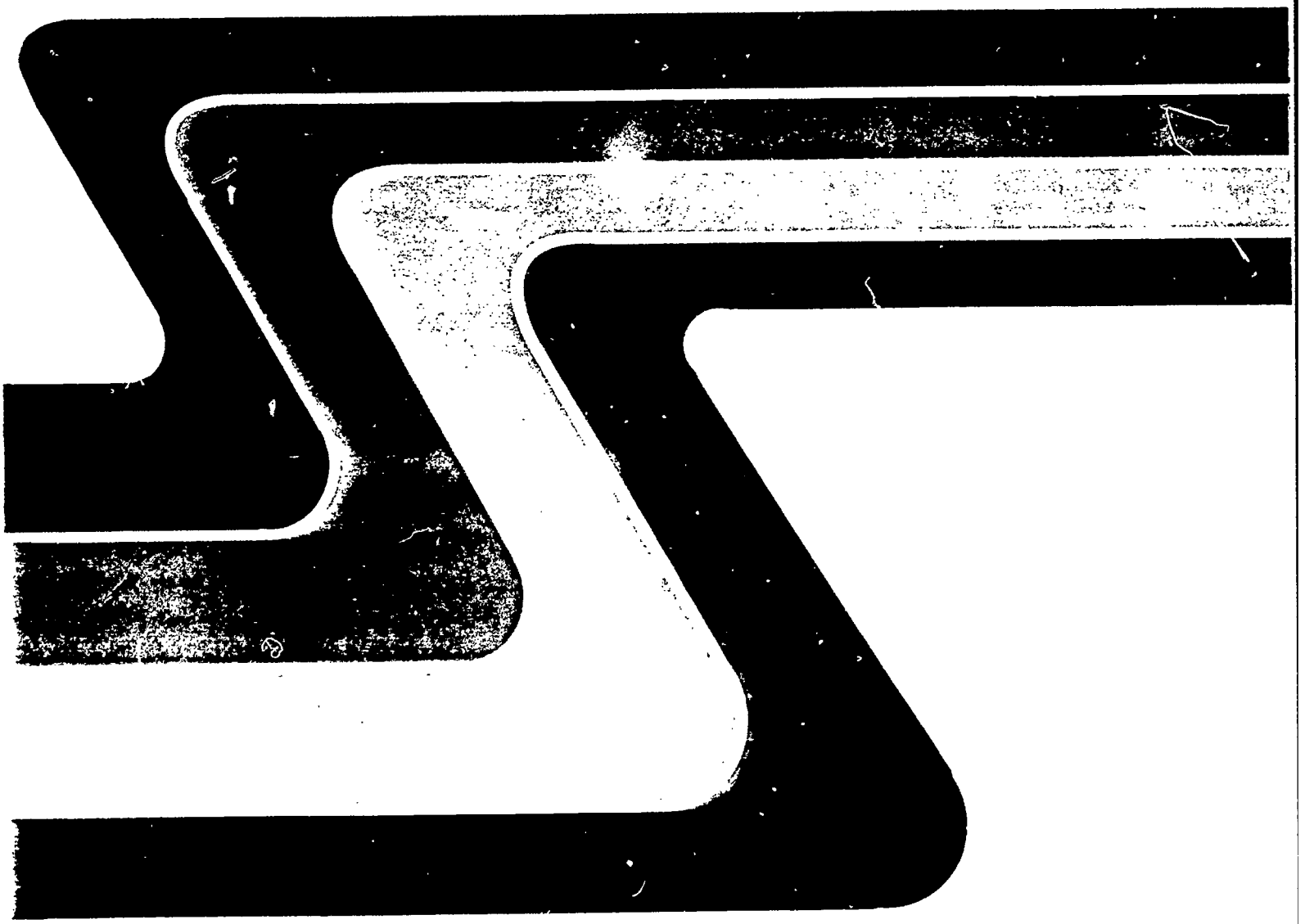

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